DOCUMENT RESUME

ED 094 102 95 CE 001 528

TITLE	Research and Development Project in Career Education. Final Report.
INSTITUTION	Lafayette Parish School Board, La.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	30 Sep 73
GRANT	OEG-0-72-0725
NOTE	191p.
EDRS PRICE	MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS	*Career Education; Career Planning; *Curriculum Development; Curriculum Planning; Elementary Grades; Inservice Education; Instructional Materials; Occupational Guidance; *Program Descriptions; *School Community Cooperation; Secondary Grades; Vocational Counseling; Vocational Education
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

The program was conducted in a six school cluster focusing on a three-prong thrust of curriculum revision, inservice training, and securing maximum community involvement. Orientation and exploration of careers and upgraded vocational offerings were aimed at insuring for students placement in jobs, services, or institutions of further training. The success of the program is reflected in increased school-community cooperation, improved staff skills, the development of a weekly career oriented radio program, expanded career education services, inservice programs, new courses, a resource center, and funding for future career education projects. About half of the document consists of application forms, project descriptions, survey forms and reports, assessment tools, samples, and instructional materials. (MW)

ED 094102

FINAL REPORT

Project Number: V261029L
Grant Number: OEG-0-72-0725

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Research and Development Project in Career Education

Conducted Under
Public Law 90-576, Title 1,
Part C, Section 131 (a)

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September 30, 1973

CE 001 528

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V. SUMMARY OF THE REPORT

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A. TIME PERIOD COVERED

The period covered in this report is from January 1, 1972, through August 15, 1973.

B. GOALS AND OBJECTIVES OF THE PROJECT

The program focused on a three-prong thrust of curriculum revision, in-service training, and securement of maximal community involvement. Increased positive, realistic self-concepts in terms of the broad range of options open in the world of work. Orientation and exploration of careers were addressed so as to provide students with information necessary to make a wise career preparation choice. Increased and improved vocational offerings were provided to meet both student needs and interests as well as manpower needs. The ultimate, acid test of the project was to insure that all exiting students were placed either on jobs, the service, or institutions for further training.

C. PROCEDURES FOLLOWED

The project was amended to narrow the scope from all 37 parish schools to a cluster of six schools. A cluster consisted of a high school, its elementary- middle feeder school system, and the Vocational Center. The cluster design provided for a three phase program that would insure maximum refinement for transportability of findings.
The staff consisted of two full time professionals, one part-time administrator, and a secretary. Following extensive research, the staff identified and subsequently visited selected on-going and emerging career projects to have firsthand observations and discussions of the more promising approaches. Maximal involvement, participation, and action, keynoted the program's activities.

1. A Career Education Curriculum Team worked in conjunction with the staff in the task of curriculum revision. The group of ten innovative teachers, working throughout the summer of 1972, wrote a comprehensive K-12 Career Education Curriculum Guide. In-service activities (4 at-large and year round on-going programs in each school) were then conducted to prepare parish educators for implementation of Career Education learning by doing and experiencing highlighted these programs. In one program, counselors went into businesses for follow-up of a mailed occupational survey and for first-hand exposure to work in an action setting.

2. Occupational surveys (2) were invaluable tools in the for-

mation of a Career Information Resource File that was widely used by the staff and local educators. Field experiences, career resource models, hands-on activities, assembly line production activities, career relatedness to all subjects, . . . were intermeshed into daily learning experiences.

3. A Community Advisory Committee provided valuable input for the program in myriad ways -- from field experiences, publicity, to equipment procurement. A Professional Educators Advisory Committee insured open communication for a comprehensive programmatic development throughout the school session, the career and guidance coordinators served as general facilitators for the total career process. Demonstration lessons, in-service activities, addresses to parent/community groups, unit development . . . are examples of the program of work.

4. A year round intervisitation program provided for on-going sharing, discussing, and monitoring of the program. A weekly Careers On the Air radio program served as multi-faceted lively information production scheme.

5. Pre-employment training sessions for graduating seniors brought the timely where's, how's, and why's of job securement procedures to anxious seniors. Placement followed these training sessions. Personal visitations, letters, and massive publicity on all news media aided in bringing employer and student together.

6. The Career Education staff worked closely with the Vocational Center staff and its student body throughout the year. Open houses, career days, part-time jobs, . . . were areas that received attention from the staff.

D. RESULTS AND ACCOMPLISHMENTS

Assessment and documentation of the direct and indirect effects that the Career Education program has had are not readily available in hard data form. Real observed changes have been noted by teachers, parents, students, and community resource people. Yet, much of the observations fall into the affective domain which often defies accurate measurement. On the other hand, teacher produced tests have shown cognitive gains. To put it succinctly, the Career Education staff strongly feels that happy, smiling faces of students who are enthusiastic and highly motivated at what they are doing is sufficient measure for the efforts, energies, and resources that have gone into this project.

1. The Career Education program has served as a catalyst in merging the community and the school into a harmonious system for the benefit of both parties.

2. Teachers, counselors, and administrators have improved and/or changed their knowledge, skills, and attitudes on Career Education as a result of four in-service training programs and continuous, programs on an intraschool basis.

3. The cooperatively developed Lafayette Career Education Curriculum Guide has successfully served as a catalystic change agent in making learning more meaningful and enjoyable to both the providing and receiving parties.

4. Through the Career Education process parents were not only encouraged by teachers, and more importantly, by their children, to take an active role in the education of their children and their school mates.

5. Placement of students exiting the Vocational Center in either a job, post secondary occupational program, or a baccalaureate program insured all students with productive directions.

6. Placement activities for students not attending the Vocational Center, but enrolled at the comprehensive high school in the project site, were successful but revealed a long term problem to be addressed in subsequent years.

7. Placement activities, student and community surveys, and personal visitations provide built-in corrective feedback for imporving vocational skill training and providing data for making realistic decisions for new vocational course offerings in the parish school system.

8. Guidance and counseling services improved as a result of the program.

9. Selected existing and emerging Career Education programs throughout the nation were studied to identify promising approaches and materials and to avoid pitfalls.

10. At the elementary level the program was successful in increasing positive, realistic self concepts and career awareness in terms of the broad range of options open to them in the world of work.

11. Increased occupational orientation and exploration at the middle-secondary school levels resulted in students having a better idea of what courses of study to pursue at the next level in their education.

12. It is the opinion of project site principals, teachers, and the Career Education staff that students in attendance at the site schools had less absences, dropouts, and disciplinary problems due to an increased interest and motivation.

13. The challenging opportunity of developing a viable, comprehensive Career Education program that held promise of developing transportable components for other school systems has been achieved.

E. EVALUATION

The direction that the career education project took during the 1972-73 school year was aligned to the stated objectives. The curriculum leaders were able to keep the staff of the cluster schools informed of progress and, thus, the teacher, administrators, parents and students were aware of the career education objectives, but as noted previously saturation of information must take place.

1. If more administrative personnel could have been committed to the program or if the curriculum leaders could have been provided the necessary time it would have been even more successful, since communications would have been more thorough. Project activities were appropriate to meet the objectives, but a larger number of administrative personnel could, consequently, see that more activities were carried out. This is not to say that reasonable progress was not made in achieving the objectives because it was, but limited administrative personnel could only do so much in helping teachers understand the new concept. As was noted earlier, the strength of the program was the accomplishment of the personnel directly engaged in influence or leadership positions in the project.

2. The successful units are planned to be integrated into the second cluster during the 1973-74 school year, and a greater number of human resources are committed to the program planned for the coming year. A great expansion, thus, should take place during the coming year in career education activities.

3. During the next fiscal year standardized tests for at least mathematics, science, English, social studies should be given as a pre-test to as many of the students engaged in the program as possible, although the group may only be a sample, and also the Career Maturity Inventory should be administered as a pre and post-test to control and treatment groups. More exact evaluation would be possible to determine the impact on youngsters who use the career education materials. Placement should also receive greater emphasis and follow-up should be part of the on-going program.

4. The evaluation team, through monitoring during the year, discussions with students, parents, the educational administrators of Lafayette Parish, and tangible evidence of curriculum units produced and taught, the Career Maturity Inventory, conclude that Lafayette Parish has initiated an outstanding career education project which will give positive

proof in coming years as it is evaluated longitudinally. Students in Lafayette Parish were indeed fortunate to be in this project under the leadership of Superintendent Harold Guathe and with the support of the Lafayette Parish School Board under the president of that body, Mr. George Dupuis. Existing policies and practices of the Lafayette Parish System were amenable to the introduction of the innovation of career education and Superintendent Gauthe provided the push to achieve the stated objectives. Charles Bonvillain, the coordinator, is to be commended for his great effort as well as Robert Arceneaux who became the director in the latter part of the 1972-73 Lafayette Career Education Project.

F. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

Effective positive change was accomplished in the three-prong thrust of the project. Curriculum revision, in-service training, and community involvement in the education process were the major areas addressed. The Career Education Development Team, comprised of outstanding teachers, representative of the different grade levels and subject areas, worked closely with the Career Education staff in successfully developing and field testing the Curriculum Guide. The guide, developed by ten teachers over a period of ten months, served as a catalyst for spurring the infusion of the career development theme. Teachers, for the most part, found the guide very useful in coming to grips with the then new concept.

1. The ten teachers were confronted with a seemingly insurmountable task, but met the challenge to a greater extent than ever envisioned by the most optimistic. Programs throughout Louisiana and bordering states have used the locally developed guide as a core in their programs. Yet, ten teachers cannot be expected to be knowledgeable of all subject areas. Although a core of writers should be maintained because of their expertise in concepts, writing, and the overall program, it is recommended that funds be made available to expand and refine the curriculum development team further to include educators from all areas. A "pairing scheme" is recommended, whereby a writer can be paired with a teacher of another discipline for technical input to insure validity and a comprehensive development. New funding incorporates this idea into the Lafayette program.

2. The greatest strength of the project would probably have to be the degree of community involvement attained. Career Education has served as a vehicle in merging the community and the school into a harmonious system for the mutual benefit of both parties. The project viewed the community in its broadest sense, encompassing the business-labor-industrial sectors as well as parents and senior citizens.

3. One of the highlights of the program was the "Careers On the Air" radio program heard weekly. Again, career resource models and students came together for information and attitude sharing which benefited a large listening audience. The weekly, Tuesday, program quickly became part of weekly classroom discussions.

4. Recommendations for the future are encompassed in the recently funded new Career Education proposal. (See Appendix A and B for new proposals). Increased staff, media specialists, expanded in-service programs, new course offerings, and a resource center hold great promise of further insuring a viable Career Education program.

VI. BODY OF THE REPORT

A. PROBLEM AREA

An increasing concern in education today and Lafayette Parish particularly, the need to make all learning experiences more relevant and meaningful to today's youth. Youth recognize too often that what is occurring in classrooms is not in tune with the current post-industrial, super-technological/service oriented society that awaits them upon exiting the protective confines of the school. Too often youth exit high school, as dropout or graduate, with little or no awareness and preparation for what life is about. To produce fully functioning citizens in today's complex society calls for a re-focusing in education.

There exists a problem, then, of exposing all students to the world of work and how it relates to classroom learning. The need for a broader spectrum of experiental knowledge, skills, and attitudes is obvious if the school's products (graduates) are to be prepared for self-sufficient, productive, happy lives.

In today's acceleration-geared society, many children have little contact and experience with their parents as producing members of the family unit. This limited experience with successful adult career "models" handicaps the child's growth processes in the life-long career development process. Even in the cases where children are fortunate to have dual parents that want to lend an active hand in the educational development of their child, limited knowledge and general methodology is often lacking.

Although the preceding problems are more common to disadvantaged youth, often middle income families have a similar problem of a different nature. Many of these students realize the importance of post-secondary training but are unaware of the vast array of options available to them.

Adding immeasurable severity to these problems are the attitudes of many parents. The idea that not to go to college is to be a failure is widespread. Further, the thinking that "vocational education is great, but for someone else's child" puts the child on a one tract system prone to the high chance of failure and possible non-existant job openings at the end of the tract. Thus, parental involvement with exposure to career choices, employment trends, and available training was a necessity.

It is generally believed that career choice is a developmental process originating in childhood. Ginzberg (1951) divided the process of occupational decision making into three distinct periods: (a) fantasy choice, ages 6-10; (b) tentative choice, ages, 11-18, and (c) realistic choice, ages 18-24.

Super (1953) used the term vocational development instead of vocational choice. He stressed that an effort should be made to create an atmosphere in our schools where an understanding of the world of work and of career demands is unavoidable. All school subjects, every structured or unstructured educational experience can be related to career planning, either directly or indirectly. As a young child enters school and ~~as~~ he rises through successive grades, an attempt should be made to affect his self concept. This would in turn affect the career development process. Super (1957) advanced the notion that vocational development is a process of attempted implementation of self concept.

There is also considerable evidence that many youths do not see themselves as worthy. They have a low level of aspiration because they have not experienced success.

Consequently, if youth are to have a realistic level of aspiration, a comprehensive career education program is needed. Knowledge of career choices available, training required training programs offered, and the job market outlook are all essential ingredients.

B. GOALS AND OBJECTIVES

1. Develop and implement a program at the elementary school level designed to increase positive, realistic self concepts, and career awareness of students in terms of the broad range of options open to them in the world of work.

2. Improve the guidance and counseling services at all grade levels.

3. Establish a placement service to insure the placement of all students exiting the Vocational Center in either a job, a post-secondary occupational program, or a baccalaureate program.

4. To provide broad occupational orientation and exploration at the middle and secondary school levels so as to increase student awareness of the range of options open to them in the world of work and the training programs at the Vocational Center.

5. To provide students not attending the Vocational Center, but enrolled at the comprehensive high school in the

project site, with pre-employment skills needed to find and secure entry-level employment.

6. To secure the active involvement of the business-labor-industrial community in the overall education process.

7. To develop and implement continuous on-going in-service activities on the concepts, philosophy, goals, implementation procedures and strategies for Career Education.

8. To conduct studies of selected career education programs and materials throughout the nation.

9. To develop a transportable Career Education model that can be used in parts by other school systems in Louisiana.

10. To secure the active involvement of parents in the education process.

11. To improve vocational skill training based on corrective feedback from both students and community surveys; assist in making realistic projections of course offerings needed in the near future.

12. To develop Career Education curriculum guides to serve as a base for infusing the career development theme into selected subject areas.

C. GENERAL PROJECT DESIGN AND PROCEDURES FOLLOWED

1. The project site was amended through an addendum to narrow the scope from all 37 parish schools to a cluster of schools (6).

2. The cluster design was chosen to keep with the total K-12 thrust and to ensure a deliberate, step-by-step approach ensuring maximum transportability of findings.

3. All 37 parish schools were grouped into clusters; a cluster being a high school and its middle-elementary feeder school system.

4. The six schools comprised in the Carencro Cluster are as follows:

School	Grade Levels	Student Population	No. of Teachers	No. of Counselors
Carencro High	9-12	1086	50	2
Carencro Elem.	3-8	1126	44	1
Carencro Heights	K-2	440	14	0

Acadian Elem.	K-7	924	33	0
Paul Breaux Elem.	8	1120	49	2
Vocational Center	11-12	810	21	1

5. Expansion and refinement were planned in the projected phases II and III. (See Appendix C for schematics of 3 phases).

6. The parish employed three professionals, two full time and one part time, and a secretary for the Career Education Project staff.

   a. Project Administrator

      Ray W. Miles, who holds a Bachelor's Degree in Education and Psychology and a Master's Degree in Clinical and Industrial Psychology, served as administrator for the first 14 months of the project.*

   *Due to increasing demands and pressures of his already heavy work load and health problems, Robert Arceneaux assumed his responsibilities.

      He is currently employed as Supervisor of Pupil Personnel Services in Lafayette Parish. The administrator devoted 15% of his time in overseeing the project. Mr. Miles' prior experience includes eighteen years as Supervisor of Guidance Services in the Lafayette Parish Public Schools, three years as administrator of Guidance Clinics, one year of psychological internship, seven years of active service in the U.S. Army as a commanding officer of a company and battalion level units.

      Robert Arceneaux, Supervisor of Adult Education, was named Supervisor of Adult & Career Education as he replaced Ray W. Miles. Robert Arceneaux holds a Master's Degree in Administration and Supervision, plus 42 hours of additional graduate work in Administration, Guidance and Vocational Education. He was instrumental in the organizing and planning for the Lafayette Parish Vocational Center where he served as principal for the first year of operation.

   b. Project Coordinator

      Charles Bonvillain, the project coordinator, holds a Bachelor's Degree in Social Studies, Health and Physical Education, with a minor in Psychology and a Master's Degree in Administration and Supervision. He is currently completing requirements for the Ed. S. with major/minor fields of Administration and Supervision/ Career Education-Vocational Education. He has taught in many subject areas including Distributive Education, Social Studies, Science, Economics, Government, and Health and Physical Education in addition to working closely with community groups.

c. Career Guidance Counselor-Coordinator

E. J. Gautreaux, who holds a Bachelor's Degree in Business Education, Master's Degree in Administration and Supervision, 30 hours above his Masters with certification in guidance and counseling. He was a Business and Social Studies teacher, Cooperative Office Education Coordinator, and a Guidance Counselor.

d. Secretary

Sandra Montoucet, original and former Career Education secretary, has a high school education.

Charlotte Henderson, present Career Education secretary has a high school education.

7. Following extensive research of the Career Education movement (goals, concepts, philosophy, rationale, materials, implementation procedures and strategies) and visits to on-going and emerging programs throughout the nation, local needs assessments, the staff identified a three-prone thrust for the program:

   a. curriculum revision
   b. in-service training
   c. community involvement (business-labor-industrial/ parents)

   Maximal involvement of all groups and individuals keynoted the Lafayette Parish Career Education philosophy.

8. The task of curriculum revision was started in the summer of 1972 with the selection of a Career Education Curriculum Development Team comprised of outstanding, innovative teachers, representative of the different grade levels and subject areas.

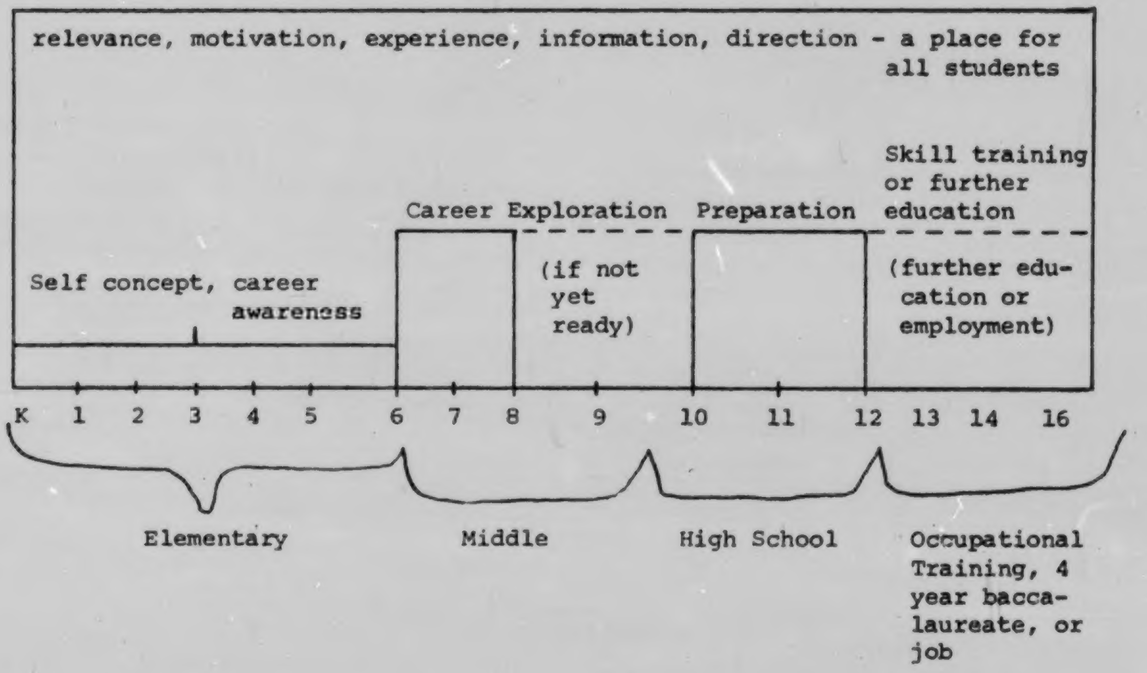
   a. In the summer of 1972, ten teachers from the project site schools (6) jointed the staff for the curriculum study.

b. Recognizing that Career Education was not entirely new, the approach was to identify existing direct or related career activities and systematize what was already there. (See Appendix D for Curriculum Team Program of Work).

c. To accomplish this, all state adopted textbooks being used in Lafayette Parish were perused by the staff and the team in this identification and organization phase.

d. Next, to provide a basic structure, five key concepts that covered all (as the staff saw it) subject areas and career concepts were identified and defined. This became the foundation on which all curriculum revision was built.

e. The curriculum writings were asked to strongly consider the following model:


relevance, motivation, experience, information, direction - a place for all students
Skill training or further education
Career Exploration
Preparation
Self concept, career awareness
(if not yet ready)
(further education or employment)
K
1
2
3
4
5
6
7
8
9
10
11
12
13
14
16
Elementary
Middle
High School
Occupational Training, 4 year baccalaureate, or job

f. Resulting from these efforts was the Lafayette Parish Career Education Curriculum Guide which is a K-12 curriculum (emphasis K-9 in first edition) flexibly structured on five key concepts, subdivided into subconcepts, written in behavioral objectives, accompanied by suggested activities, resources, and evaluation procedures.

(See Appendix E for concepts, definitions, and sample unit of the original edition).

g. In writing units the teachers were asked to make optimum use of hands-on activities, role play and work simulated activities, provide tangible evidence of both student and teacher involvement (displays, bulletin boards, work site models, uniforms, tools, etc.), field experiences, career, resource models (not forgetting parents and senior citizens groups as a prime resource).

9. Prior to the first of four in-service workshops conducted, the first community occupational information survey was conducted.

   a. It was felt that an instrument to gather general career resource information would be helpful to the staff and educators throughout the project site. (See Appendix F for survey instrument).

   b. The survey instrument was sent to 134 businesses with an explanatory letter signed by the parish superintendent. (See Appendix G for letter).

   c. Businesses/industries surveyed were jointly selected by the staff and the Louisiana Department of Employment Security, which provided a list of the largest employers in the greater Lafayette area according to number of employees.

   d. The number of employees of those surveyed ranged from 1000-2000 to 100-200.

10. A one week guidance workshop for all counselors in the parish followed this survey.

   a. After familarization with the career theme, counselors made personal visitations to non-respondents of the occupational survey.

   b. The initial response of 34 was brought to 52 by these personal visitations.

   c. Increasing the number of responses was a secondary objective; getting counselors out of the office and exposed first-hand to the world of work in an "action setting" was the primary goal.

   d. In addition to getting more detailed occupational information, in many cases, attitudes and knowledge were expanded and/or changed.

e. The survey furnished the following general information:

   - Audio-visual aids and printed materials that could be loaned or given to the career staff.
   - Names of resource people or consultants who are available for interviewing on the job site or come to speak to student groups.
   - Information concerning the logistics of arranging field trips, individual student visitations, etc.
   - Detailed information concerning availability of part-time work for students, work-school cooperative programs, hours worked, labor agreements, unmet manpower needs/training requirements, seasonal employment, etc.

f. The information gathered from this survey and another one which will be explained later, formed the basis for Lafayette Career Education Community Resource File which proved invaluable in providing a uniform, centralized procedure for securing Career Education field experiences and resource people via the Career Education office.

11. The Career Education staff assisted in the planning and conducting of field trips to business-industrial sites in Lafayette.

12. The staff assisted in securing and scheduling career role models from various occupations and professions to allow students the opportunity to question and gain first-hand knowledge of people in their work roles, and related life-styles.

13. Closely following the previously mentioned workshops, a third one was conducted.

    a. Educators, representative of all levels of authority and the various grade levels and subject areas, attended a one week in-service workshop.

    b. Educators from all schools in the parish and superintendents and/or their representatives from ten outlying parishes were invited.

    c. The purpose of this workshop was to inform the participants of the rationale, goals, and possible implementation procedures for a viable Career Education program in Lafayette Parish.

d. There was an average of 125 participants in attendance daily.

e. Outstanding Career Education leaders from the Louisiana State Department of Education, U.S. Office of Education, and the Maryland State Department of Education highlighted an invigorating experience for local educators. (See Appendix H for workshop program).

f. Pre and post assessment instruments were designed in an effort to determine the participant's general knowledge and attitude toward Career Education. (See Appendix I and J for pre and post assessment).

g. Scores on the assessment instruments indicate the results of the program. (See Appendix K for assessment results).

14. In the quest for maximum community involvement, two advisory committees were formed.

a. A Professional Educators Advisory Committee, comprised of staff leaders representing all areas of education, served in the capacity of advising and consenting to Career Education goals and activities.

b. A Community Advisory Committee provided valuable input in a multitude of ways ---

- Securing sites for field experiences.
- Securing career resource models for classrooms.
- Placement of exiting students on full or part-time jobs.
- Securing occupational information and materials.
- Methods and contacts for disseminating and publicizing the progress of the program.

15. Throughout the school session, the career coordinator and guidance coordinator served as general facilitators of the total career process in the project schools.

a. Finding and procuring resource materials and equipment

b. Arranging field experiences

c. Acquiring resource people

d. Conducting demonstration lessons

e. Conducting on-going in-service activities in each school through faculty studies, parent-teacher groups, etc.

16. Members of the Career Education Curriculum Development Team served as career specialists in their respective schools throughout the year.

    a. As the career leader of their school, the writers were the liasison between the staff and each faculty.

    b. The career leaders of each school performed various functions in developing, implementing, documenting, and evaluating career learning experiences in their school.

17. An on-going intervisitation program was conducted throughout the year in an effort to provide educators from the six schools an opportunity to share and discuss the progress and problems in implementing Career Education in their respective schools.

    a. On a rotating basis, each school hosted a series of conferences to which area educators, school board officials, community leaders, and parents were invited.

    b. These conferences provided an opportunity to share and learn new and innovative practices in Career Education. (See Appendix L for more detailed information concerning objectives and the annual schedule of intervisitation meetings).

18. The intervisitation conferences took on less of a "show and tell, share and discuss" approach toward the end of the school session.

    a. Recognizing the need to assess and closely scrutinize the various facets of the program, the later conferences became more of brainstorming sessions focusing on strengths and weaknesses of the program.

    b. The Curriculum Team and Staff jointly established priorities for culminating the last months of the career program. (See Appendix M for memo concerning priorities).

c. A major area that the local career educators concentrated on was the need to compile, substantiate and measure accomplishments and failures. Identification of functional and non-functional activities for planning and refining for phase II became the number one priority.

d. Teachers were asked to pull together samples of career units, activities, etc. for printing and future dissemination. (See Appendix N for monthly handouts on directions).

19. A real highlight of the program which has received national recognition (McGraw-Hill's CEN will publish story on it) is the Careers On the Air Radio Program.

a. KVOL radio of Lafayette provided public service time weekly for this program.

b. The program features timely career related information of interest to students and the general public.

c. Community workers, representative of the various occupational clusters, are interviewed by students quizzing the inspirational career interviewers (role models) concerning their work, career choice and preparation, and particular lifestyles they lead. (See Appendix O for a sample script).

20. One of the most insoluable problems that faced the staff throughout the project, was the absence of valid instruments to measure the effectiveness of the program.

a. Following an extensive search for such instruments, the Ohio State University attitudinal survey developed for the U.S. Office of Education Comprehensive Career Education Model (CCEM) was located.

b. These instruments were modified and adapted to meet local needs. (See Appendix P for forms A,B,&C).

c. Three forms were administered.

- Form A for grades 4-6
- Form B for grades 7-12
- Form C for parents

d. Form D (for teachers) was not used since several locally developed instruments were used.

e. Results of the surveys proved to be both informative and interesting. Both parents and students strongly endorsed the goals of Career Education. (See Appendix Q for information on population sample and detailed selected results).

21. In an effort to account, pinpoint, and coordinate a myriad of career activities taking place in the schools, teachers were asked to complete a "Career Education Teacher Report Form" each month. (See Appendix R for form). For further compilation and documentation, the school's Career Education Curriculum Leader along with the principal were asked to complete a "Career Education Monthly Report", (See Appendix S for Monthly Report Form). These were efforts deemed necessary by a staff of two in an attempt to offer maximum assistance and support in the implementation process.

22. Pre-employment training programs for exiting seniors were conducted by the project staff. The purpose was to explain the "where's, how's, and why's" of securing employment. Pre and post assessment instruments were administered to gauge the effectiveness of these efforts. (See Appendix T and U for tests). There was a 9% increase in their knowledge of proper employment seeking procedures.

23. Placement activities for both exiting student and in-school students desiring part time work were on-going activities. The community surveys served as an invaluable aid in acting as a bridge between employers and the young job seekers. Publicity, utilizing all media, and personal contact were used in placing students.

24. The Career Education staff worked closely with guidance counselors in placing exiting students in jobs or institutes for further training. Coordinators of cooperative programs worked closely with the Career Education Placement Officer for placement of cooperative students.

25. Career Days and guided tours to the Vocational Center were organized and conducted by the staff.

    a. These activities were rather atypical in that the usual emphasis in professional occupations were minimized.

    b. Students not only heard and observed but participated in hands-on activities in occupational areas of interest.

c. For example, several eight grade students were permitted to spend a week in courses of interest offered to 11th and 12th grade students at the Vocational Center.

26. Along with pre-employment training programs, surveys were administered to vocational students.

   c. This qas part of an effort to continually update and improve vocational programs.

   b. All students receiving skill training completed these forms. (See Appendix V and W for instruments).

   c. The information gathered assisted the staff in planning career activities. (See Appendix X for selected results).

27. As elementary and middle school students toured the Vocational Center, the staff not only asked them to concentrate on skills but the broad spectrum that career choice and preparation entails.

   a. An Interest Survey Form was administered upon completion of the tour. (See Appendix Y for form).

   b. These activities not only acted as an incentive for vocational instructors and students to have a "showcase", but was permitted the youngsters more inspirational role models.

28. These various instruments indicated the impact that parents, teachers, and guidance counselors have on the student's career choice.

29. The staff counselor conducted an occupational and educational information dissemination program for all eight and tenth grade students in the project site. The presentation was given in language arts courses and covered the following general areas:

   a. Overview of the high school years (requirements, curriculum, etc.)

   b. Courses of study offered at the Vocational Center

    c. The World Of Work (attitudes, jobs, economics, etc.)

30. In addition to conducting four at large in-service training programs and on-going programs within each school, the staff assisted school systems throughout Louisiana and in bordering states in their in-service programs.

31. The demand to tell the Lafayette Career Education story led the staff to produce an innovative slide-tape presentation to vividly depict the program's activities.

    a. The backward projected three-screen program with narrative and musical background was an instant success.

    b. It has been shown to well over 100 groups since its production. (See Appendix Z for copy of narrative).

32. Locally produced Career Education materials were mentioned previously and samples can be found in the appendix. Printing delays and the sheer volume of production prevents all from being included, but these are all available upon request.

33. In January of 1972 when the program was initiated, little if any real valid Career Education materials could be found for the elementary and middle school levels. Since that time though, much commercially produced material has been marketed.

    a. Materials which appeared applicable were purchased and field tested. (See Appendix AA for selected list of materials).

    b. Some of what is termed Career Education by publishers was found to be old materials with only new titles.

34. The Career Education staff, serving as research and public relations arm for the Vocational Center, assisted in three pilot projects in the parish.

    a. All resources and research findings were made available to the teacher-coordinator of a pilot Occupational Orientation Course.

    b. Eighth, ninth, and tenth grade boys explored eight occupational areas with projected unavailable manpower in the Lafayette area.

c. The staff assisted in the planning and publicity of a cooperative house construction project which actively involved all departments at the Center.

d. A pilot World of Construction Course (McKnight & McKnight) was coordinated by the Career Education staff.

D. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

Assessment and documentation of the direct and indirect effects that the Career Education program has had are not readily available in hard data form. Real-observed changes have been noted by teachers, parents, students, and community resource people. Yet, much of the observations fall into the affective domain which often defies accurate measurement. On the other hand, teacher produced tests have shown cognitive gains. To put it succinctly, the Career Education staff strongly feels that happy, smiling faces enthused and highly motivated at what they are doing are sufficient measures for the efforts, energies, and resources that have gone into this project.

1. The Career Education Program has served as a catlyst in merging the community and school into a harmonius system for the benefit of both parties.

   a. The community for the most part has enthusiastically welcomed students and educators into their businesses for field trips.

   b. An increased awareness on the part of community leaders has elicited overwhelming donations of their time, energies, materials, and supplies as they came into the classrooms serving as career role models.

2. Teachers, counselors, and administrators have improved and/or changed their knowledge, skills, and attitudes on Career Education as a result of four inter-school in-service training programs and continuous on-going programs on an intra-school basis.

   a. Results of the pre and post instruments administered show a significant increase on areas measured by these instruments.

   b. A very pleasing spinoff of career infusion into the curriculum improved education methodology as teachers learned and applied new and innovative techniques.

    c. Teachers' attitudes and values concerning the myth that "not to go to college is to be a failure" has had a marked change.

    d. Teachers, counselors, and administrators have actively sought and received valuable occupational experiences in live settings that greatly enhanced learning.

3. The cooperatively developed Lafayette Career Education Curriculum Guide has successfully served as a catalytic change agent in making learning more meaningful and enjoyable to both providing and receiving parties.

    a. Teachers found that textbooks with the structures, chapters and units, hours, and minutes, were not only not always necessary, but often hindered natural excitement and learning experiences.

    b. Educators were often left aghast at the resourcefulness and interest students had in bringing into class career materials and information suggested by the Curriculum Guide.

4. Through the career education process, parents were not only encouraged by teachers, but more importantly, by their children to take an active role in the education of their children and his school mates.

    a. Parents and their work gained new meaning to both parents and their children as open, healthy inguiry was encouraged and practices.

    b. Many parents who had previously shunned the thought of talking to a class of students, upon the invitation of their child and the comfortableness of the topic (their job) found themselves productively engaged in a school-child-parent exchange.

    c. Several participating parents remarked that these activities were the best real father-son, etc., relations that they had experienced.

    Hugh McCauley:

    > "All of a sudden, I found myself openly talking about something that not only was I interested in, but he (his son) intently asked questions and gave his views on my job. He even, I think, partially understood why we couldn't afford that motorcycle he had been bugging me about."

5. Placement of students exiting the Vocational Center in either

a job post-secondary occupational program, or a baccalaureate program insured all students productive directions. (See Appendix X for percentage of students seeking immediate employment, college , vocational-technical training).

a. The old law of "supply and demand" and students possessing saleable skills were quite evident as the placement officer literally ran out of young carpenter, secretaries, salesmen, . . . in placement activities.

b. Follow-up studies should prove to be useful tools in determining depth of skill training, work attitudes, and general needs for curriculum revision.

6. Placement activities for students not attending the Vocational Center, but enrolled at the comprehensive high school in the project site, were successful but revealed a long term problem to be addressed in subsequent years.

   a. An increased percentage over previous years cited their intention to pursue a post-secondary vocational-technical program.

   b. A large percentage, too high in view of projected labor outlooks, prepared to pursue a four year baccalaureate program.

   c. The large number of students wanting immediate employment that were graduating with just general curriculum training, is the problem that must be addressed in subsequent years.

      - Not college bound, lacking either skill training or work experience, yet desiring immediate employment, many felt they had been misled.

      - The coordinators encouraged these unfortunate students to continue their education to receive some type of vocational or technical assistance.

7. Placement activities, student and community surveys, and personal visitations provide built-in corrective feedback for improving vocational skill training and providing data for making realistic decisions for new vocational course offerings in the parish school system.

   a. Maximum accountability is realized as learned skills, too often untested in a real work setting, are performed on the first job.

b. Employers can quickly tell if students were adequately trained, and if not, which areas of training need improvement.

c. Vocational instructors become quite concerned, and rightfully so, if businesses are not interested in his students, but perhaps another instructor's trainees.

  - Is it that we are training too many in this field?

  - Or, is the quality of training inadequate?

d. If employers continue to ask for students possessing certain skills, knowledge, attitudes that the placement officer cannot fill the need for, then, one must reassess the current curriculum and course offerings.

8. Guidance and counseling services improved as a result of the program.

   a. Guidance counselors became more student-need oriented rather than college oriented.

   b. Counselors increasingly left the confines of their offices and "paper work" to facilitate career experiences in the classroom and in group guidance (rap sessions) activities.

   c. Counselors went out into the business-industrial community to attain firsthand occupational information.

   d. Counselors assisted the placement officer in finding a direction for all exiting students.

9. Selected existing and emerging career education programs throughout the nation were studied to identify promising approaches and materials and to afford pitfalls.

   a. A wealth of career education materials gathered has been indexed and is housed in the Lafayette Career Education Resource Center.

   b. Career coordinators, and specialists were instrumental in bringing and demonstrating materials in classrooms throughout the project site.

   c. Educators, not only in Lafayette but throughout Louisiana and surrounding states, visited the resource center periodically to peruse the wide range of national and locally produced career education materials.

10. At the elementary level the program was successful in

increasing positive, realistic self-concepts, and career awareness in terms of the broad range of options open to them in the world of work.

a. Through role playing and simulated career experiences, youngsters self-concepts gained a significant degree of positive change as measured by teacher and counselor observations.

b. In the words of one first grade teacher who utilized simple adding machines and a toy cash register for a retail unit, her students mastered numbers, adding and subtraction to a much greater degree than she had experienced in her twelve years of teaching.

c. Building upon and not limited to the commonly taught "community helpers" primary students gained a knowledge of and an appreciation for the work done by many less glorified occupations -- the school janitor, cafeteria worker, housewife, electrician, plumber . . . .

11. Increased occupational orientation and exploration at the middle-secondary school levels resulted in students having a better idea of what courses of study to pursue at the next level in their education.

a. Hands-on activities and assembly line type projects not only served as a broadening career experience, but degree of quasi-skill training resulted.

b. In many cases the quasi-skill training experiences may not be part of a livelihood, but perhaps just as important, could be its benefit as a leisure time activity -- avocation.

c. The enrollment at the Vocational Center doubled after having fought dual stigmas prior to the initiation of the Career Education program.

d. Forty-four percent (44%) of the students enrolled at the comprehensive high school in the project site attended the Vocational Center as compared to a high of eighteen percent (18%) in the other four high schools.

12. It is the opinion of project site principals, teachers, and the Career Education staff that students in attendance at the site schools had less absences, dropouts and disciplinary problems due to an increased interest and motivation.

13. The challenging opportunity of developing a viable, comprehensive career education program that held promise of developing transportable components for other school systems has been achieved.

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a. Requests for locally produced career education guides, learning packages, measurement instruments, in-service training packages from throughout Louisiana are indicative of this.

b. Speaking and consultative roles that the Career Education staff have either conducted or are scheduled for, are other signs of how the program is viewed by other local school systems and state departments of education.

c. Additional funding made available by the Louisiana State Department of Education for the continued expansion and refinement of the program are other important measures of the results and accomplishments of the program.

E. EVALUATION

In any project evaluation the most difficult task is to obtain "hard" data upon which to base evidence of change brought about by participation in an innovative program. In the Lafayette program through the monitoring aspect, evidence was available constantly that work toward the implementing of an on-going program in Career Education in Lafayette Parish. Bulletin boards with Career Education themes were being displayed. Units on Career Education concepts were being developed. Field trips were being planned with emphasis on jobs. Throughout all of the activities the constant element of strong personnel commitment was in the forefront.

The strength of the personnel in influence positions in the program was the factor that contributed most to the unusually high degree of success of this project. Harold Gauthe, Superintendent of Lafayette Parish Schools, through his persistent support and insistence on quality implementation guided the program to the success that this project has enjoyed. Ray Miles was the director of the project and gave valuable input.

Charles Bonvillain, career coordinator, through his untiring efforts gave the leadership at the working level necessary to successful implementation. The curriculum team that wrote the guide and continued to meet throughout the year under the direction of Mr. Bonvillain was also a strength factor in the personnel sector. Without the constant urging of the curriculum team to spur individual teachers to use the curriculum guide and develop units little success would have been possible. It is, of course, in the classroom that learning by youth takes place and, thus, implementation of Career Education.

The elementary and high school administrators in the Carencro cluster supported wholeheartedly the project in every undertaking. The administrator, it almost goes without saying, must support completely such an innovational as Career Education because without administrative assistance many teachers will not participate. Teachers are no different from many other individuals in that they resist change many times because of the uncertainty of success in a new adventure and the feeling of comfortableness with their present system.

1. Career Education: Feedback from Principals. A Career Education Evaluation Form for Principals (See Appendix BB) was mailed to the 5 principals in the project schools. Completed forms were received from three of the five principals.

    a. All of the respondents indicated that they had a good understanding of the career education concept. On a scale of 5 (extremely good) to 1 (extremely poor), all respondents marked 4. A similar response was given in characterizing their commitment to career education. Each principal circled 4 on a scale of 5 (very high) to 1 (very low). Likewise, the rating of 4 on a 5 point scale was unanimous in characterizing the quality of leadership which they provided in promoting career education in their respective schools.

    b. The quality of leadership and assistance provided by the career education project staff was perceived to be high with one rating of 5 and two of 4 on a scale of one to five.

    c. Somewhat lower ratings were given in response to the degree to which the teachers seemed to understand the nature and purposes of career education. All of the principals marked 3 on a scale of 5 (very high) to 1 (very low). The principals' perceptions relative to the degree to which parents in the school community were informed about career education ranged from 4 to 2 on the five point scale. Two of the three principals indicated that they had made special efforts to inform their patrons about career education. These efforts were made at parent-teacher meeting through the use of career education staff speakers.

    d. All of the respondents felt that career education was being properly emphasized in their schools. Comments about the leadership provided by the teachers selected to serve as the chief catalysts or curriculum leaders for career education were positive and indicated that these persons had performed effectively in promoting career education. It was noted that a more positive attitude toward the program had been detected among the faculty.

    e. One of the weaknesses noted was that those teachers who had not attended the summer workshop were considerably less informed about career education and consequently less confident and enthusiastic about their roles in the program. The principals strongly recommended that efforts be made to involve all faculty in all in-service activities related to career education.

f. It is most difficult, however, to demonstrate with tangible evidence the contribution made at any particular point and say that the element succeeded due to the personnel and administrative commitment.

2. Curriculum Guide. The most significant tangible object evident was the excellent Career Education Curriculum Guide produced by the curriculum leaders under the direction of Mr. Bonvillain. In the summer of 1973, the guide was revised with suggestions from the career coordinator, career guidance counselor, curriculum leaders, teachers and principals from the career cluster schools and included ideas from the evaluation team developed through the monitoring system of evaluation.

   a. The tangible evidence does exist in the number of units centered around the sub-concepts in the Curriculum Guide as enumerated earlier in this final report. Also tangible were the field trips taken and career biographies that were written by the youth in the career cluster schools.

   b. In order to provide a measure of hard data which would give tentative answers to the effectiveness of the career education carried out in the career cluster schools the Crites Career Maturity Inventory was administered to a treatment and a control group at the eighth and ninth grade levels as a post-test. It is realized fully this type of post-hoc evaluation has limitations --- but all types of evaluations have some elements that are objectionable. In assessing progress of human beings limitations will always cause anxiety to the evaluator.

   c. The treatment group, of course, was in the Carencro cluster of schools where students were taught by teachers using materials developed with the use of the Lafayette Parish Career Education Curriculum Guide. The control groups were selected to approximate the socio-economic status of those in the treatment group. At the eighth grade level expert opinion in Lafayette Parish estimated that the treatment group contained a greater range of socio-economic standing whereas the control group's status approximated a middle income group with few students coming from either end of the income continuum.

d. At the ninth grade level the control group enjoyed a much higher socio-economic status, but it was the ninth grade with the greatest approximation to the treatment group. One of the reasons for the inclusion of the particular ninth grade in the treatment group was the hope for improvement in attitude, career ambition, etc., which would result in improved attendance and more positive career planning, looking toward more of the students choosing vocational education since it is believed that these students in this geographical area could profit from this type of training.

e. At the eighth grade level the null hypothesis was stated that no difference existed between the means of the two groups -- treatment and control, and was statistically treated to see if the hypothesis was tenable. The Crites Career Maturity Inventory was administered to the two groups as a post-test. A better experimental design, of course, would be to administer a pre-test using a form of the Career Maturity Inventory and also standardized tests measuring knowledge about the traditional subjects of mathematics, social studies, English, science, etc. This design, nevertheless, would have been more costly and time consuming, and with other many variables interfering probably would not contribute much toward a more exact determination of whether the career education materials did indeed contribute to better educational development. Since the program was new and traditional teachers apprehensive about teaching new concepts, less exacting experimental measures were chosen in order to facilitate the introduction of career education materials. Every opportunity was taken to allay the fears of traditional teachers and lessen their anxiety about the introduction of career education in their classrooms. The conditions resulted in the choosing of less objective measures in favor of subjective measures of expert opinion by the curriculum leaders, career coordinator as well as monitoring by the evaluators to determine if differences were taking place in the classroom in a positive direction.

3. Views of Curriculum Leaders About Career Education. The following remarks represent the individual and collective views of seven teachers from the five project schools who were leaders in the career education movement within their respective schools and who served on the curriculum writing committee. A copy of the instrument used to elicit their views is presented in the appendix. (See Appendix CC).

a. Responses to the question about the extent to which career education was implemented in their respective schools were as follows: two persons felt it was implemented to "a great extent"; four felt that it was implemented to a "moderate extent"; and one person indicated a measure between "moderate" and a "great extent".

b. The participants were asked to tell in what way (s) Career Education "made a difference" in the lives of boys and girls in their schools. Some of the responses given were:

- Pupils developed increased awareness of the world of work.
- Pupils were able to relate job opportunities and requirements to the subject matter;
- Pupils became aware that the business community was not entirely separated from the school;
- School seemed to become more purposeful to pupils and attendance increased due to meaningfulness of subject matter;
- Parental interest in school work of their pupils increased;
- Increased pupil motivation due to field trips and use of resource persons from outside the school;
- Pupils developed greater understanding and more positive attitudes related to the concepts of self, society, career, technology, and economics.

c. The consensus of the group was that the outstanding strengths of the Lafayette Career Education Project were the very strong leadership provided by the Career Education Staff and the active support given the project by school districts superintendent and his administrative staff. Specific examples of strengths given were:

- Well-planned workshops and other in-service activities;
- Good interschool relationships;
- Effective use of news media to inform the public about career education goals and activities (particular praise was given to the "Careers on the Air" program);
- Teacher prepared curriculum guides and learning packets;
- Dedication and enthusiasm of great majority of participants;

- Positive effects of career education on pupils as reflected through enthusiastic participation in learning activities.

d. The curriculum leaders were also asked to identify some weaknesses of the program. The weaknesses which they identified were largely weaknesses within their own school and could be classified as communications problems and implementation problems. Problems related to the former were those where some teachers did not fully understand the implications of career education and, as a result, felt somewhat frustrated and defensive. In the latter classification, some teachers simply needed greater assistance in planning and preparing materials and activities for effective teaching. The recommendations for improvement of the program given by the participants were as follows:

- Involvement of all staff members in the workshops and other in-service activities for teachers;
- Additional career education staff personnel to assist individual teachers infuse career education concepts in their teaching program;
- Make additional materials available to teachers and enlarge resource center holdings;
- Increase efforts to inform the public about career education and its value for all pupils;
- Greater parent involvement as resource persons;
- Make curriculum guides available to all teachers at each grade level;
- Foster exchange of ideas and practices among teachers through intra and inter-school visits, meetings, and through video-tape recordings.

e. The formal and informal feedback from the curriculum leaders give strong and substantial confirmation that the career education program in the Carencro Cluster of Lafayette Parish schools was successfully initiated in 1972-73.

4. Career Maturity Inventory. The mean of the scores of the 41 students in the control group in the eighth grade taking the Career Maturity Inventory was 81.48 and the estimated standard deviation 22.21. For the 72 subjects in the treatment group at the eighth grade level the mean of the scores was 94.51 with an estimated standard deviation of 18.14. The t-test was then used to determine whether the null

hypothesis should be accepted or rejected. Using the degrees of freedom of $n_1 + n_2 - 2$ or 111, the table of values for this degree of freedom for the .005 level lists the percentile value of 2.639 of "Student's Distribution" or Table of "t." the value computed from the statistic for means of the treatment and control groups was:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S_{1p}\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

$$t = 3.408$$

a. The t value of 3.408 thus is greater than the 2.639 and the null hypothesis that no difference exists between the two groups is rejected with a probability of .995.

b. This would seem to indicate that the career education materials used in the eighth grade classes did contribute to understanding of self and occupations. No certainty exists that use of the materials alone caused the difference or that the difference did not already exist.. But at such a high probability level and the fact that the eighth grade treatment classes were in a socio-economic class that was known to be of a greater range than the control group would add credibility that the career education materials developed through the use of the curriculum guide did cause students to change attitudes about careers.

c. Looking at the Lafayette Career Education Curriculum Guide one sees that fourteen of the guides relate to the concept of self at the eighth grade level. Item analysis of the Career Maturity Inventory of the test scores for the treatment group and the control group discloses that of the fifty items on the attitude scale, fourteen were significantly different at the .05 level or greater and four were significantly different at the .01 level when the Chi Square statistic was used as a means of probability. Sixteen of the guides related to either society or career and in fifteen of the 100 items related to competence knowledge about jobs, a significant difference at the .05 level or greater was detected by the Chi Square statistic.

d. Again this would indicate that teachers did follow the Curriculum Guide in teaching about this very important concept of self. This idea seems to be extremely important for youth to understand at the eighth grade level. Nearly all writers on the subject of Career

Education philosophy.

e. At the ninth grade level twenty-five students participated as the treatment group and thirty students were included in the control group. In this instance also, noted before, the two groups could not be equated. The rationale for choosing these students as the treatment group was the great need that was presumed for the particular students to see the relevancy of subject matter to careers. Few students in the treatment school were choosing to continue their education in college or opting for vocational training available at the eleventh and twelfth grades at the Lafayette Vocational Center.

f. The treatment and control students showed no significant differences between the groups resulting from the scores of the Career Maturity Inventory. The null hypothesis that no differences existed between the two groups was thus accepted.

g. At the ninth grade in the treatment group career education was carried out primarily in the language arts classes in planned lessons using the curriculum guide. If a pre-test had been administered, perhaps, some significant difference would have been noted in the treatment group. Expert opinion of those engaged in evaluating as noted before, was unanimous that students had benefited from the career education materials presented. One tangible evidence was that the treatment school will during the 1973-74 school year have more students percentage-wise than other high schools in Lafayette Parish choosing to attend the Vocational Center, the percentage being about forty while other high schools will send about ten to fifteen percent. This would indicate decision-making resulting in a positive choice of a career after being exposed to a planned program of career education.

F. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

1. Effective positive change was accomplished in the three-prong thrust of the project. Curriculum revision, in-service training, and community involvement in the education process were the major areas addressed.

2. The Career Education Curriculum Development Team, comprised of outstanding teachers representative of the different grade levels and subject areas, worked closely with the Career Education staff in successfully developing and field testing the Curriculum Guide. The Guide, developed by ten teachers over a period of two months, served as a catalyst for spurring the infusion of the career development theme. Teachers, for the most part, found the guide very useful in coming to grips with the then new concept.

3. The Guide was not intended to be an exhaustive, definitive work but only a compilation of suggested activities, procedures, materials, evaluation procedures, . . . to be built upon in the field testing stages. Some teachers relied on the work as a "bible" while others referred to it periodically just for ideas that they adapted to suit their particular needs and style.

4. The original decision to bind the entire work in one volume so as to permit educators at all levels to easily see the planned progression in one work came under some criticism by a few local teachers. Their criticism was probably more directed at the limited number of copies that were available after the unexpected volume of requests for the work began. Hence, more copies of the revised work should be made available. The Curriculum Team in its initial organizational stages of curriculum revision, were attracted (or distracted) by the need to write all curriculum in terms of behavioral objectives or performance objectives. Practically all members of the team spent much time in trying to grasp the why's and how's of behavioral objectives. In the opinion of the coordinator, (and the original team now) this much emphasis on objectives was not only not necessary but proved to be unproductive. Unless a project has full time writers, part time people are clouded by another new concept. Hence, this past summer curriculum revision as done by classroom teachers concentrated on activities and resources. Afterwards, the staff and a trained editor went through all work putting in the proper behavioral terms, etc. This may not be the most scholarly approach, but when a school system is faced with limitations on time and staff, but wants to produce maximally for implementation this is a course to pursue.

5. The ten teachers were confronted with a seemingly insurmountable task, but met the challenge to a greater extent than ever envisioned by the most optimistic. Programs

throughout Louisiana and bordering states have used the locally developed guide as a core in their programs. Yet, ten teachers cannot be expected to be knowledgeable of all subject areas. Although a core of writers should be maintained, because of their expertise in concepts, writing, and the overall program, it is recommended that funds be made available for these teachers to expand and refine the curriculum further by having access to educators from all areas. A "pairing scheme" whereby a writer can be paired with a teacher of another discipline for technical input to insure validity and a comprehensive development. New funding incorporates this idea into the Lafayette program.

6. It is the firm belief of the career staff that a high degree of commitment to the career concept can be attained only by a high degree of involvement and participation by all parties. In-service training activities bore this belief out. Young, old, traditional, progressive, black, white, educators attended at-large in-service training programs and found themselves no longer questioning what Career Education was as they themselves were engaged in Career Education. Educators, pre-career educators, did not just sit to listen to lengthen overtures, but became students engaged in hands-on activities, role playing, unit development, . . . in the course of the workshop. All educators left not only with a better understanding of Career Education, but with a Career Education unit they had developed with the help of experienced career educators.

7. Although all teachers were exposed to some degree of in-service training in their respective schools, those that had not been chosen to attend the at-large training sessions, for the mostpart, did not display as a strong a commitment and involvement to Career Education in their daily teaching activities. Hence, it is recommended that all teachers receive extensive in-service training.

8. The greatest strength of the project would probably have to be the degree of community involvement attained. Career Education has served as a vehicle in merging the community and school into a harmonious system for the mutual benefit of both parties. The project viewed the community in its broadest sense, to encompass the business-labor-industrial secotrs as well as parents and senior citizens.
   Field experiences, in both class size groups and individual visitations, brought learning into a live action setting. Career resource models were used freely to bring current, realistic career information via inspirational practitioners.

9. One of the real highlights of the program is the "Careers On the Air" radio program heard weekly. Again, career resource models and students came together for information and attitude sharing which benefited a large listening audience. The weekly Tuesday program quickly became part of weekly classroom descussion.

10. Recommendations for the future are encompassed in the recently funded new Career Education proposal (See Appendix A and B for new proposals). Increased staff, media specialists, expanded in-service programs, new course offerings, and a resource center, hold great promise of further insuring a viable Career Education program.

VII

APPENDICES

Appendix A

APPLICATION FOR STATE GRANT FOR CAREER EDUCATION UNDER ACT 14 OF 1973

Local School District: Lafayette Parish School Board

Address: P.O. Drawer 2158
Lafayette, Louisiana 70501

Name and Title of Authorized Representative: Robert M. Arceneaux
Supervisor, Career Education

Telephone Number of Authorized Representative: 318 (Area Code) 232-2620 (Number)

I hereby certify that the funds herein applied for will be utilized for the purposes and programs herein described and will not be used to maintain or duplicate existing programs or activities of this school district.

I further certify that these funds will be used to supplement or initiate new programs and activities designed to promote Career Education at the class level(s) indicated.

8-3-73 (Date) — (Superintendent of Schools)

8-3-73 (Date) — (Chairman of Advisory Committee)

1. Funds Allocated'

$ 15,000.00	Basic Allocation under Act 14 of 1973
122 962 00	Allocation based on ADM, School Year 1972-73
122.962.00	Total Funds Allocated

TURN TO: Dr. Thomas Clausen, Assistant Superintendent
Instructional Services
P.O. Box 44064, Capitol Station
Baton Rouge, LA. 70804
(504) 389-2591

2. Purpose for which requested funds will be used (in order of suggested priority)

☒ Employment of elementary school counselor(s)

Amount $12 198.24

No. to be employed 1 (one)

No. fully certified 1 (one)

Assignment: Name school(s)

The Counselor-Coordinator will work with teachers in all K-6 schools in the parish.

This person will be employed for 11months and will work from 8-5 daily.

☒ Employment of junior high and/or secondary school vocational teacher(s)

Amount $13,041.66

No. to be employed 1 (one)

No. fully certified 1 (one)

Instructional area for which certified.

Vocational technician is certified as a media specialist with 12 years experience in the production area of the Radio broadcasting field He is also certified in upper elementary education.

Assignment: Name school(s) in which program will be taught

He will operate from the Lafayette Parish Vocational Center. He will produce local career materials, serve as a placement officer and conduct pre-employment courses for exiting seniors. The Vocational Technician will be employed for 11 months and will work from 8 to 5 daily.

☐ Purchase of instructional ☒ materials, ☒ supplies,

☒ equipment

Amount - materials $ ____________

Amount - supplies 56,174.34

Amount - equipment 35 000.00

Attach budget addenda itemizing materials, supplies, and/or equipment to be purchased with these funds. Identify instructional program (including elementary school career awareness and elementary school and/or junior high school career exploration) in which materials, supplies, and/or equipment will be used.

3. Career Education Advisory Committee

	Name	Address	Race	Organization Represented
Parish Supt.	SEE ATTACHED LIST			
Supervisor				
Principal				
Counselor				
Classroom Teacher				
Parent Representative				
Business Representative				
Labor Representative				
Industry Representative				
Student Representative (High school senior)				

4. Date of Career Education Advisory Committee organizational meeting 7-31-73. Attach minutes of organizational meeting.

5. Dates of subsequent projected meetings of Career Education Advisory Committee:

9-25-73 11-27-73 1-29-74

3-26-74 6-25-74

6. Program proposed herein reviewed and approved by Career Education Advisory Committee.

Yes ☒ No ☐

7. Using the following format, state needs for this program, objectives to be achieved, and activities designed to achieve objectives:

NEEDS	OBJECTIVES	ACTIVITIES
Identify, and where applicable, attach data supporting need for the proposed program. For example, occupational opportunities survey in the parish, results of student interest survey, absence of equipment required for specialized instruction, etc.	Set forth in details objectives designed to meet each identified need.	Specify activities of this program designed to achieve each objective.

8. Evaluation

Explain in narrative format the methods to be utilized to determine the success or failure of this program in enhancing the Career Education concept in your school system. Indicate statistical data to be utilized where applicable.

9. Summary of program

Provide a clear, concise (not more than two pages) summary of the program proposed herein.

2. BUDGET FOR CARCER EDUCATION PLAN

I. PERSONNEL

Counselor Coordinator *11 months employment	$ 10,646.00
Travel	800.00
Vocational Technician *11 months employment	13,041.66
Travel	800.00

II. RESOURCE CENTER

Equipment necessary to equip a comprehensive Resource Laboratory	25,000.00

Cassette recorders, headsets and listen center
8 mm camera
8 mm projector
35 mm camera
35 mm slide projectors
Digi-cue multimeter programmer
Disolve units
Microfiche reader-printers (6); one for each high school in the parish and the VocationalCenter (including 100 dollar fee to tie into VITAL system)
Vocational evaluation equipment
Office supplies and materials
Office equipment
Blank vidio and cassette tapes, films and misc. supplies
Transparency master maker
Phonograph
Filmosound
Filmstrip projectors

Resource materials by grade level and vendors

K-6	12,308.11
7-9	12,308.11
10-12	12,308.12

(The listed materials will be review before purchase so as to determine its value to the program(See Appendix A).

III.	World of Construction Initiated in 4 middle schools in the parish and expanded in one	**25,000.00
	World of Manufacturing Initiated in one high school in the parish	5,000.00

IV. FIELD TRIPS	$ 5,000.00
V. EVALUATION	750.00
TOTAL	$122,962.00

*Includes employee benefits
**Equipment list as specified by McKnight & McKnight Program

3. CAREER EDUCATION ADVISORY COMMITTEE

PARISH SUPERINTENDENT

Harold H. Gauthe	P.O. Drawer 2158 Lafayette, LA 70501	W	Lafayette Parish School Board

SUPERVISOR

Lloyd Foote	P.O. Drawer 2158 Lafayette, LA 70501	N	Lafayette Parish School Board

PRINCIPAL

John Prejean	Lafayette Elementary 1301 W. University Lafayette, LA 70501	W	Lafayette Elementary
Robert Landry	Comeaux High School Rt. 1, Della Drive Lafayette, LA 70501	W	Comeaux High School

COUNSELOR

Gail Guilbeau	Scott Elementary Scott, LA	W	Scott Elementary
Eve Guidry	Acadiana High School Rt. 3, Box 138-A Lafayette LA 70501	W	Acadiana High School

CLASSROOM TEACHER

Francis Benoit	Carencro Heights Carencro, LA	W	Carencro Heights Elementary
Verna Figaro	Paul Breaux Elementary S. Orange Street Lafayette, LA 70501	N	Paul Breaux Elementary

PARENT REPRESENTATIVE

Tom Pears	2101 Jefferson Lafayette, LA 70501	W	KLFY Television Lafayette

BUSINESS REPRESENTATIVE

Jules Courville	Center Cinema I & II 109 Auditorium Place Lafayette, LA 70501	W	Center Cinema Theater

BUSINES REPRESENTATIVE (cont'd)

George Weatherford	Pete Nicolosi & Assocs. 118 Demanade Blvd. Lafayette, LA 70501	W	Pete Nicolosi & Assocs. Insurance
Mike Wade	2101 Jefferson Lafayette, LA 70501	W	KLFY Television Lafayette

LABOR REPRESENTATIVE

Paul Melancon	706 E. Vermilion Lafayette, LA 70501	W	LA Employment Security
Harry Delahoussaye	708 Eraste Landry Rd. Lafayette, LA 70501	W	Lafayette Building & Construction Trade Council AFL-CIO
Gene Duhon	2500 Johnston Lafayette, LA 70501	W	Jeff s Hairstyling Center
Marvin Whipple	202 Arizona	W	Letter Carrier's Union

INDUSTRY REPRESENTATIVE

John Mangano	1005 E. St. Mary Blvd. Lafayette, LA 70501	W	Shell Oil Company Marketing Division
Hewitt Bordelon	Lafayette Wood Works Scott Road Lafayette, LA 70501	W	Lafayette Wood Works, Inc.
Marvin Britain	Southern Sturctures Highway 92 Youngsville, LA	W	Southern Structures, Inc.
John Arthur	Sun Oil Company Abbeville Highway Lafayette, LA 70501	N	Sun Oil Company

STUDENT REPRESENTATIVE (High School Senior)

Gus Boulanger	109 Roosevelt Lafayette, LA 70501	W	Lafayette High School

CIVIC REPRESENTATIVE

Bob Oden	804 E. St. Mary Lafayette, LA 70501	W	Chamber of Commerce

GOVERNMENT REPRESENTATIVE

Charles Bonvillain	733 Jefferson Lafayette, LA 70501	W	City of Lafayette Mayor's Office

HIGHER EDUCATION REPRESENTATIVE

Jack Testerman	218 Oakleaf Lafayette, LA 70501	W	University of Southwestern Louisiana
Wayne Denton	E. University Avenue Lafayette, LA 70501	W	University of Southwestern Louisiana

4. CAREER EDUCATION ADVISORY COMMITTEE MEETING

Date: July, 31, 1973

Place: Howard Johnson's Conference Room

Time: 5:30 P.M.

Presiding: Robert M. Arceneaux, Supervisor of Career Education
Charles Bonvillain, Career Education Coordinator

Welcome: Harold H. Gauthe, Superintendent

The advisory committee meeting was opened with comments by Harold Gauthe superintendent of the Lafayette Parish School Board. Charles Bonvillain then explained what has been going on in Lafayette Parish concerning Career Education. He also showed a slide tape program on the Lafayette model project.

After the slide presentation Mr. Bonvillain outlined the plan as set forth in our proposal. The following are the comments made by members present.

COMMENTS: (Tom Pears) KLFY

Our experience has enabled us to give the basic television processes with 17 students who (some have stayed in television, others have spun off into other careers). We've gotten now into-----we have a desire to , from urging, to bring women into our business and at this age, the high school time is the ideal place to do it. We now have, through this program, the girls who run camera, girls who are running audio, this is a fairly complicated board; of using girls and these students in projection, and alternately into direction, that is a person who is in charge of running the show. We have D.E. students at that level now.

I think it would be a great help in the placement of the future for an adult to come in and to "shadow" these jobs to know what is involved in picking the right kind of person who has the temperament and the desire and the potential to fit into that way. We've just been very delighted with what we have done with it. We think it's the process that our industry has used in trianing. It's been an apprenticeship type of thing, but we reap for grand advantage in having some pre control over the people that we see. We think that this is important. It's like having a "lie detector test" and many companies, incidently, are doing this now as a prequisite, but the educator's knowledge of the person is pretty significant.

I think that Gus Bonlanger will attest to the fact that his work has been meaningful for him in his school life, home life, and his economic life and we are thankful that we found Gus. We would not have without the adult counselor knowing him and knowing our company and knowing our needs and I think that the more you can "shadow" this thing, the more intelligently you can bring these two people together. We have been delighted, we feel like the students have been helped but frankly, we are the big winner.

COMMENTS: (Harry Delahoussaye)

Labor is heavily involved in NDTA training programs, etc. We feel that a vocational type education would be a big help to us because we have to review math and basic construction; it will be for 6 weeks. If these young men would have the basics in the 11th and 12th grade, it could save us a hell of a lot of money and I want to elaborate just a little bit further, for example, a young man in his sophomore year at the end of his year, counsel him and find out his natural abilities are electrical. The next 2 years you give him blueprint reading, electrical theory, use of equipment, etc., business math. When that young man completes high school, he can go into many directions: (1) he can go into politics, (2) he can go into construction, an apprenticeship program will give him on-the-job training, etc. or (3) he can go into college level programs, T.V. repairman, radio repairman, etc., hundreds of observations. Now what we find, I find pertinent from our personal observations is this: a young man today gets out of high school today has none of this background, he wants to be a T.V. repairman, he goes to Crowley, drives back and forth everyday to learn what he should have learned in high school, use of equipment, blueprint reading, technical theory. 6 months to a year to learn what he should have learned in high school--the same thing with a nurse, LPN.

Give them basic background and let them choose when they complete high school what area they want to go into.

COMMENTS: (Marvin Britain - Southern Structures)

I would like to make comments parelleling on what Harry said. In our particular industry, we are employing 200 people in Lafayette at the present time. When we look for people to fill key positions, we are having to go to Atlanta, Florida, Dallas, and Houston. We have just completed 4 to 5 weeks of interviewing people from the Florida and Atlanta areas to move to Lafayette for positions with our company. I interviewed 40 applicants in Atlanta and 15 in Florida, and before we did this, in order to try and find qualified people, we went through all of our employment records from the front to the back, but we just don't have trained people.

We have to conduct training schools in our own company. All of our design draftsmen, we have 15, some female and some male, all of which we hired from local sources and we had to train every one of those people to do the type of work that we wanted. All of these had a minimum of 120 hours of classroom training at the office. We started the program by actually having our engineer lecture on certain phases of what they are expected to do in their particular job, and they each have a certificate which shows their having completed 120 hours of instruction. And they also work in different areas of the plant before they start drafting. They work for a minimum of 2 days. Men and women work side by side. They operate the equipment, they put on hard hats so they can learn something about what it is they are suppose to be doing. Our industry is extremely interested in programs like this, because in finding people to fill positions with our company, we are having an extremely tough time.

COMMENTS: (George Weatherford)

I think that a good point that the slide presentation brought out was the fact that the different programs whereby the students can go to work, they don't necessarily have to choose by that particular time if they are still in doubt as to what they want to do, they can go ahead and pursue this until they graduate.

COMMENTS: (Tom Pears)

The thing that we have observed with our 17 or 18 is that by the time they have completed high school training and they have worked in our shop for 2 years, they seem to know then where they want to go. It seems to give them direction. I know it gives them a new perspective in thrift.

NEEDS	OBJECTIVES	ACTIVITIES
Upon evaluation of the current Career Education project, the Career staff and teachers determined additional staff personnel were needed. One Career specialist certified in counseling will be hired at the K-6 level to work with the 2 specialists (funded under Lafayette pilot grant) to coordinate Career activities with the elementary counselor and disseminate career materials to classroom teachers.	To make elementary counselors aware of locally and commercially developed materials. To disseminate career awareness material to elementary teachers in the parish.	Demonstrate the use of materials and construct demonstration lessons in Career awareness activities.
Establish and expand the World of Construction Courses at all middle schools in the parish. This program was implemented at one school and found to be effective in instilling student interest through exploratory experiences in the construction trades.	Objectives on Construction (See appendix B)	Teaching the World of Construction as outlined in McKnight-McKinght program.
Establish the World of Manufacturing at the ninth grade level at Lafayette High School. A pilot Occupational Orientation Program for eighth grade students was conducted at the Vocational Center. Evaluation of this program as shown in the annual report and evaluation by State Department personnel provides sufficient reason to continue it at the eighth grade level; thus, making it necessary to have related programs at the ninth grade to be in line with the Career concept of exploring Career options at the middle school.	Objectives on Manufacturing (See appendix C)	Teaching the World of Manufacturing as outlined in McKinght-McKnight program.

NEEDS	OBJECTIVES	ACTIVITIES
Through experiences gained from the Career Education program, the Career staff members and the steering committee (Career Development Team) recommended that a Career Resource Center be established, along with a placement office.	To make available to teachers career awareness and career exploration materials. To provide job availability information in the community to all students.	Purchase, produce and disseminate Career materials. Schedule field trips for students to businesses in the community.
To provide field experiences for students at all grade levels.	To make students aware of the major work activities of the community.	Initiate and maintain a resource file, conduct occupational information surveys, conduct pre-employment courses for all exiting students. Produce A-V materials (films, tapes, etc.) on the job activities of the major career areas in the community.
Of the 1200 seniors graduating each year, over 50% are not entering a college or post secondary program. Placement in institutions of further education or jobs is a necessary function of the school program. These seniors, even though some have skill training, often lack the necessary attitudes and work habits needed for employment. As a result, a placement office will be operated at the vocational center.	To instill in students the proper attitudes and knowledges to secure a job. Make students aware of the jobs available in the community.	Conduct pre-employment classes for all students at the twelfth grade level in all high schools in the parish and the Vocational Center. Conduct occupational surveys, and maintain a resource file on possible job openings in the parish.
Observing workers on the job by means of field trips is an imoortant part of Career Education. Field experiences with the necessary planning	To make students aware of the types of jobs in the community and allow them to observe and talk to workers in an actual job setting.	Visit local places of business and industry, coordinated by the teacher-media specialist.

EVALUATION

All components of the multi-faceted Lafayette Career Education Program will be designed in such a way as to emphasize careful measurement of student outcomes in relation to the treatments attempted and to provide for appropriate program revisions where indicated.

Accurate documentation will be maintained with regard to exact methods and procedures utilized and the associated costs, so as to yield data essential to judging potential transportability of successful components and projected long-term costs to maintain the program as a local effort when state and federal funding ends.

In the overall administration of the Lafayette Career Education Program, the necessary fiscal controls and fund accounting procedures will be maintained to insure proper disbursement and accounting for state funds of Act 14.

Pre, post, and interim assessment instruments will be conducted to yield statistical data on attitude changes as well as occupational information.

Both internal and external evaluations will be used to gauge the effectiveness of each component, as well as to assess the overall value and success of the total program. A third-party evaluation team through a sub-contract with a university will provide objective, independent assessment of the program s effectiveness.

Experiences gained from both internal and external evaluation of the original Career Model Program provides a broad base upon which to build and refine. Several locally developed instruments and statistical results provide excellent tools for gathering data and comparing treatment and control groups. Also, the original program has the benefit of having field tested several commercially produced instruments. Below are titles of selected instruments used in the Lafayette Model Program (See Appendix A for samples of these instruments):

LOCAL INSTRUMENTS

1-Lafayette Parish Career Education Attitudinal Survey
  Forms--
Form A: Grades 4-6; Form B: Grades 7-12; Form C: Parents;
Form D: Staff

2-Pre/Post-Assessment Instruments used for the various career in-service programs conducted.

3-Pre/Post-Assessment Instruments used to assess effectiveness of pre-employment training programs conducted for all exiting seniors.

4-Lafayette Career Education Program Pre-Evaluation of Career Learning

Experiences completed by all educators in original project site.

5-Career Education Information Form administered to all educators in original program.

COMMERCIAL MATERIAL

6-John O. Crites Career Maturity Inventory field tested on control and treatment groups.

7-The American College Testing Program's Career Exploration Program was field tested in Lafayette Parish to formulate norms for this year.

8-Kuder General Interest Survey has been used extensively.

The overall evaluation of the program will, out of necessity, be multi-faceted due to the nature of the Lafayette program.
- Both structured and open-ended interviews with students and parents concerning attitudes, values, and feelings of Career Education experiences.

A systems approach to evaluation will be utilized. Selection of variables to be changed (student/teacher behavior and/or knowledge)-

Absenteeism	Placement of all exiting students
Dropouts	Dignity and value in all honest work
Suspensions	Meaningful, relevant education is not limited to the classroom
Expulsions	Student/teacher motivation

Refinement and expansion of these variables as goals for each variable are specified along with development of indicators (observations or measures) for each goal will yield a comprehensive evaluation.

Teacher observations, parent observations, and student evaluations of the meaningfulness of course content and career treatments will be on-going evaluation activities.

Follow-up studies of graduates will yield the ultimate in accountability as to placement and productivity of exiting students.

The Career Education Community Advisory Committee and the Professional Educators Advisory Committee, along with the student representatives, will assist in refining objectives and treatments of career learning experiences.

9. SUMMARY OF THE LAFAYETTE PARISH CAREER EDUCATION PLAN

Lafayette Parish initiated a Career Education program for K-12 students in January 1972. Lafayette was one of two parishes in Lousiiana funded by the state department. In June of 1973 Lafayette again received funds for Career Education. This summer, twenty-four (24) curriculum specialists have been working to revise the Career Education Curriculum Guide which was originally developed prior to the implementation of the program in 1972.

In September of 1971, the Lafayette Parish School Board Vocational Center was established to offer the vocational option to students interested in learning a skill prior to graduation. Since 1971, the Lafayette Parish School Board has spent over 2 million dollars of local funds in establishing programs in the following areas:

Cooperative Office Education
Distrubitive Education
Food Service (Preparatory)
Food Service (Cooperative)
Child Care (Prepartory)
Pilot Day Care Center
Child Care (Cooperative)
Trade and Industry (Cooperative)
Occupational Orientation
Electricity
Electronics
Drafting
Woodworking
Plumbing
Carpentry
Small engines
Welding
Automechanics
Ref-Air Conditioning
Special Education Work Study Program

Upon evaluation of the current Career Education project by the Career staff and Teachers, it was determined that additional staff personnel were needed. As a result, two career specialists were written into the project including the Career Education Coordinator.

With the additional funding made possible by Legislative Act 14 of 1973, the staff met for needs assessments and establishment of priorities. Since Career Education had been initiated in Lafyaette Parish it was determined by the Career Staff that the Parish was beyond the minimum requirements as established by the State Department guidelines. As a result, the following programs are submitted:

PROPOSED CAREER EDUCATION PLAN

1. The hiring of a counselor-coordinator at the K-6 grade level area. This coordinator will work with the two career specialists funded under the pilot grant to coordinate and guide career activities and disseminate Career materials. These specialists would also work with elementary and secondary guidance counselors in coordinating counseling activities in the parish.

2. Establish and expand the World of Construction courses at all the middle schools and establish the World of Manufacturing at one high school in the parish.

3. The establishment of a Career Education Resource Center located at the Lafayette Parish Vocational Center staffed by a media specialist. This center including audio visual equipment, Career Education materials and supplies

would serve the parish in the following ways:

a. Provide multi-media materials both locally and commercially developed which can be made available by the Career specialists to classroom teachers.

b. Reproduce teacher made Career unit plans to be used by teachers throughout the parish.

c. Coordinate field trips on a parish-wide basis so that businesses would not be over burdened by excessive trips to any one place.

The person responsible for the Resource center will be a Vocational Media Specialist. This specialist has had 12 years experience in the production area of the radio broadcasting field. He is slwo certified in upper elementary education and is certified as an educational media specialist.

This specialist will also serve as a placement officer for the parish. He will conduct occupational information surveys to initiate and maintain a resource file to aid in the placement function.

A bi-monthly newsletter aimed at the businesses and industries of the Lafayette area will keep them abreast of the progress being made in the vocational area end of the potential availability of students for employment.

He will also begin to formulate plans through his contacts with the community for a Career museum. Members of the oil industry and the Chamber of Commerce have already voiced an interst in the project. The museum will depict the industry in the Lafayette community, showing its development and would also consist of actual hands-on activities for touring students. The expected time of complete implementation will be three years.

4. The World of Construction was initiated at N.P. Moss elementary for seventh grade students. Administrators, teachers and the Career Education staff visited the program throughout the school year and found students enthusiastic about what they were learning. For this reason the program will be expanded at N.P. Moss, plus initiated at four middle schools in the parish.

Lafayette Parish also initiated a pilot Occupational orientation program for eighth grade students. Through this program students explored six trade areas which were common occupations in the community. Field trips, hands-on activities and occupational information were all part of this program. Because of its success as shown by the annual report, and commented on by state department and local educators it will act as the exploratory program for eighth graders in the parish.

For the ninth graders the World of Manufacturing will be initiated at Lafayette High school on a pilot basis. If successful it will become part of the ninth grade program at all high schools in the parish.

5. Through our experiences in the occupational orientation program it was determined that field trips played an important role in instilling interest and enthusiasm in students in specific job areas. The placement officer and career specialist will coordinate field trips for students using local bus drivers. Through a survey made by the Career staff when the program was first initiated local business and industry indicated their interest in this area. The career specialist will work with teachers in planning trips to complete specific units regarding Career Education.

Appendix A

MATERIALS FOR CAREER RESOURCE CENTER

Grades K-6 Career Awareness

Vendor: BOWMAR

Description:

Sound Filmstrip

I About Myself
II The World Around Me
III I Talk, I Think, I Reason

The Five Senses
Transportation
Community Helpers
The Community
Around Me

Filmstrips and Records

Sing A Song Of People
Sing A Song Of Home and Community

Vendor: CORONET

Description:

1. Filmstrips and Cassettes
   - Neighborhoods
   - Going Places In The City
   - Let's Explore the City
   - Living On a Farm
2. Workers Series
3. American Families Series
4. Water and How We Use It Series
5. Transportation Today Series
6. Filmstrip and Cassettes
   - Getting Along in School
   - Being on Time
   - Doing Things for Yourself
   - Taking Care of Things
   - Working With Others
   - How Quiet Helps
   - Listening and Following Instructions
   - Our Community Utilities

Vendor: Lerner Publication Company
(K-3)

Description:

Early Career Books

Vendor: SRA
(K-6)
Description:

Filmstrips and Cassettes

Cities At Work
Math Application Kits (4-8)

Vendor: Troll Associates

Description:

Transparencies
People Who Help
Our Communities

Vendor: Houghton Mifflin

Description:

Career Exploration Program - Vol. 1

Vendor: American Guidance Service

Description:

Duso Kit
Puppets, Cassettes, Posters, Books, Cards

Books: The People Around Us (5)
Seeing Ourselves (6)

Vendor: Children Press

Description:

Books: Come To Work
With Us Series

Vendor: Universal Education

Description:

Filmstrip and Records
Who Am I Series

Vendor: Scott

Description:

Filmstrip
Living and Working
Together

Grades 7-9 Career Exploration

Vendor: SVE

Description:

Filmstrips

1. Foundations for Occupational Planning
    - (a) Who Are You
    - (b) What Do You Like to Do
    - (c) What Is A Job
    - (d) What Are Job Families
    - (e) What Good is School
2. Job Opportunities Now - Group I
    - (a) Requirement On World of Jobs
    - (b) Achieving Success in the World of Jobs
    - (c) Job Opportunities in a Restaurant
    - (d) Job Opportunities in a Department Store
    - (e) Job Opportunities in a Supermarket
3. Vocational Decisions (Jr. High)
    - (a) An Introduction to Vocations
    - (b) The World of Work
    - (c) Counseling in Vocational Decisions

4. Popularity Problems (Jr. High)
    - (a) Discovering The Real You
    - (b) Becoming More Self-Confident
    - (c) The Art of Friendship
    - (d) The Need to Belong

5. Life Issues (Jr. High)
    - (a) Discovering What Life Is All About
    - (b) Commitment - To What?
    - (c) Learning to Make Decisions
    - (d) Success - What Is It?

Vendor: Scott

6. Guide to Finding A Job

7. Our Feelings
    - (a) I Have Feelings Like Yours
    - (b) Feelings When Learning Is Hard
    - (c) Feelings When Learning Is Easy
    - (d) Feelings of a Mischief - Maker
    - (e) Feeling About Family, Friends, and Make Believe
    - (f) Teachers Have Feelings, Too

Vendor: Universal Education

Description:

Filmstrip

1. Who Am I
    - (a) I Am a Person
    - (b) I Took A Look At Me
    - (c) I Am Like Everyone Else
    - (d) I Am Different from Everyone Else
    - (e) I Have a Name
    - (f) I Have a Family

2. Distributive Education
    Selling As a Career

Vendor: SRA

3. Focus On Self-Development

Vendor: Coronet

Description:

Filmstrip and Cassettes
Pioneer Community

Vendor: Bowmar

Description:

Cassettes
What Jobs Are All About
Sets 1-7

Vendor: Houghton-Mifflin

Description:

Films

1. Its Up to You
2. Opportunity Everyone
3. Why Work
4. Women in the World of Work
5. Career in a Large Industry
6. After High School - What?

Books:

1. About Growing Up (Gr. 7) - American Guidance Service
2. Being Teenagers (Gr. 8) - American Guidance Service
3. Our School Life - American Guidance Service
4. Come to Work with Me Series - Children's Press
5. Handbook of Job Facts - SRA

Vendor: SRA

Description:

Booklets

1. Guidance Kit for Elementary Guidance and Teachers
   (a) Classroom Materials
   (b) Booklets for Teachers, Counselors, Parents

Vendor: Houghton-Mifflin

Description:

Career Education Program - Vol. II

Vendor: SRA

Description:

Widening Occupational Roles Kit (WORK)

Manpower and Natural Resources Kit

Grades 10-12 Vocational Education College Prep

Vendor: Houghton-Mifflin

Description:

Career Education Program - Vol. III
Career Kits

Vendor: SRA

Description:

Job Experiences Kit
Occupational Exploration Kit

Vendor: Coronet

Description:

Filmstrip and Cassettes
(1) Business Organization Series
(2) Black Americans At Work
(3) Jobs in Printing
(4) Jobs in Health Service

Filmstrips, Records, and Cassettes
Consumer At Large Series

Shop Measuring Instrument Series
Shop Safety Series

Vendor: SRA

Description:

Book
    Handbook of Job Facts

Senior Guidance Series Booklets

Vendor: BFA Educational Media

Description:

College Bound
    Captioned Filmstrips
        (a) Nursing As A Career
        (b) Driving As A Career

Appendix B

Objectives of the World of Construction

This course will enable the student to do the following:

1. Place construction technology in the broader context of industrial technology and all of technology.
2. Appreciate, understand, and perform selected management practices in planning, organizing, and controlling as they relate to construction production systems.
3. Appreciate, understand, and perform selected personnel practices as they relate to a managed production system in construction.
4. Appreciate, understand, and perform selected production practices in preprocessing, processing, and postprocessing or servicing as they apply to construction production systems.
5. Appreciate and understand the interrelationships within and between management, personnel, and production practices.
6. Appreciate and have some understanding of constructed projects and the tools and materials utilized in their construction.
7. Utilize knowledge of construction techniques outside the classroom, currently and in the future.
8. Understand the interrelationship of construction technology and community development.
9. Develop an awareness of vocations in construction technology.
10. Develop an awareness of the significance of construction technology in the past, present, and future.
11. Develop responsible and safe work attitudes and the ability to function as a member of a group.
12. Develop an awareness of self-realization and generate self-actuating behaviors.

Appendix C

Course Objectives

This course will enable the student to do the following:

1. Place manufacturing technology in the broader context of industrial technology and all of technology.
2. Be aware of the history, present character, and future of the manufacturing phase of industry.
3. Appreciate, understand, and perform selected management practices in planning, organizing, and controlling as they relate to manufacturing production systems.
4. Appreciate, understand, and perform selected personnel practices of hiring, training, working, advancing, and retiring as they relate to a managed production system in manufacturing.
5. Appreciate, understand, and perform selected production practices in preprocessing, processing, and postprocessing or servicing as they apply to manufacturing production systems.
6. Appreciate and understand the interrelationships within and between management, personnel, and production practices.
7. Appreciate and have some understanding of manufactured products and the tools and materials utilized in their manufacture.
8. Utilize the knowledge and skills of manufacturing management and production to investigate factors involved in the manufacture of representative products.
9. Develop an awareness of vocations in manufacturing industries.
10. Develop responsible and safe work attitudes and the ability to function as a member of a group.
11. Develop an awareness of self-realization and generate self-activating behaviors.

Appendix B

APPLICATION FOR STATE GRANT
FOR
CAREER EDUCATION UNDER ACT 14 OF 1973

IN-SERVICE TRAINING

Local School District: Lafayette Parish School Board

Address: P.O. Drawer 2158
Lafayette Louisiana 70501

Name and Title of Authorized Representative: Allen Meyers
Assistant Superintendent

Telephone Number of Authorized Representative: 318 (Area Code) 232-2620 (Telephone Number)

+ +

I hereby certify that the funds herein applied for will be utilized for the purposes and programs herein described and will not be used to maintain or duplicate existing programs or activities of this school district.

I further certify that these funds will be used to supplement or initiate new Programs and activities designed to promote Career Education at the class level(s) indicated.

8-3-73 Date

Harold H. Gauthe
Superintendent of Schools

8-3-73 Date

Chairman of Advisory Committee

+ +

1. Funds allocated

$26.640.00 In-Service Training Allocation (Based on ADM, School Year 1972-73)

Please return to: Dr. Leon Borne, Director
In-Service Education
State Department of Education
Baton Rouge, Louisiana 70804

2. Using the following format, state needs for in-service training objectives to be achieved, and activities designed to achieve objectives:

NEEDS	OBJECTIVES	ACTIVITIES	COSTS
Identify, and where applicable, attach data supporting need for the proposed program. For example, occupational opportunities survey in the parish, results of student interest survey, absence of equipment required for specialized instruction, etc.	Set forth in detail, objectives designed to meet each identified need.	Specify activities of this program designed to achieve each objective	Specify projected cost of various activities

3. Description of Program

Provide a clear, concise (not more than 2 pages) summary of the program herein. (Please attach a proposed budget.)

4. Evaluation of Program

Explain in narrative format the methods to be utilized to determine the success or failure of this in-service program in enhancing the Career Education concept in your school system. Indicate statistical data to be utilized where applicable. The evaluation of the in-service program can be included in the evaluation prepared for state grants under Act 14 of 1973.

INSERVICE EDUCATION BUDGET

I. INSERVICE (SHADOW PROGRAM)	
Release time for teachers	$ 6,320.00
II. COMMUNITY RESOURCE LEADERS WORKSHOP	
(Education methodology)	1,500.00
III. IN-SERVICE RESOURCE SPECIALIST	
11 month employment	10,500.00
Travel	200.00
IV. ON-GOING IN-SERVICE TRAINING WORKSHOP	4,000.00
(Includes unit development)	
V. EVALUATION	
Third party team	750.00
VI. CONTRACTUAL SERVICES	1,00.00
(Stastical evaluation, including computer workups, consultation and development)	
VII. SUPPLIES AND MATERIALS	2,370.00
TOTAL	$ 26,640.00

NEEDS	OBJECTIVES	ACTIVITIES
IN-SERVICE RESOURCE SPECIALISTS The volume of locally produced Career Education Curriculum Guides, audio-visual materials, and commercially produced career education materials have resulted in massive amounts of materials inadequately stored and disseminated.	To provide systemized dissemination and demonstration procedures for all Career Education material.	The Career Education In-Service Resource Specialists will organize and catalogue all Career Education materials and equipment. The Specialist will research, write, and further develop Career Education curriculum learning packages. The Specialists will disseminate and demonstrate Career Education materials in classrooms throughout the parish.
Although educators within the Career Education Model Pilot Site are fairly well versed on Career Education and experienced in implementing this reform thrust, there is a recognized need for on-going in-service training for educators outside the original model site. Educators from the schools that were not actively engaged in the two year old career program need an awareness and understanding of the philosophy, goals, concepts, and implementation procedures of Career Education. Also, upon fulfilling these needs, the projected needs will be for ongoing in-service programs to interchange ideas, materials, implementation strategies and procedures to insure a uniform, comprehensive development of the Lafayette program.	To use the expertise of educators from the on-going Career Education Model Program to train precareer educators outside of the original project site on the rationale, goals, concepts, philosophy, and implementation procedures of Career Education. To conduct on-going Career Education. To conduct on-going Career Education programs to promote continuous sharing of ideas and materials on Career Education. To contine development and field testing and subsequent refinement of Career Education Curriculum Guides and learning packages developed both by the Lafayette Career Education Curriculum Team and the Louisiana State Department of Education.	Release time from teaching activities will provide for four half-day in-service programs conducted throughout the year. Following the experiences gained from one and on-half years of implementing a viable career program for Lafayette and four Career Education workshops, selected career educators will in turn train pre-career educators in additional half-day training programs conducted in each school. Outstanding selected career educators will conduct demonstration lessons through an intervisitation program for the various grade levels and subject areas, to permit less experienced pre-career educators career strategies.

NEEDS	OBJECTIVES	ACTIVITIES
LAFAYETTE SHADOW PROGRAM, AN EXPERIENCE-BASED IN-SERVICE TRAINING PROGRAM Programs are needed to provide learning experiences to better prepare educators for the career thrust in Lafayette Parish. Educators at all levels need to become familiar with various aspects of the world of work. There is a pressing need for recognition that education does not have a patent on learning experiences. Therefore, in-service plans must encompass the business-labor-industrial community.	To provide teams of educators the opportunity to be exposed and learn about the world of work. - To permit educators to experience work other than teaching in a live setting. - To gain a better understanding that there is dignity in all honest work. - To learn from observation and discussion that career choice is a life long process. - To appreciate the impact careers have on one's total lifestyle. - To learn about management and training techniques in the business-industrial community. - To gather up-to-date occupational information that can be utilized in classroom instruction and in the Career Resource Center.	Selected educators, representative of the various grade levels, subject areas, and levels of responsibilities, will spend one or two full days with various workers of key businesses and industries to "shadow" their work roles in an "action-setting". - Shadow Teams will cover each occupational cluster in a sequential manner throughout the span of the year. - Upon returning to the school setting armed with written information and multi-experiences (affective domain), each group will share their experiences and personal impressions with others in de-briefing sessions.
CAREER ROLE MODELS IN-SERVICE TRAINING PROGRAMS Although community leaders usually answer the call for help, they are usually at a loss as to what to expect in the classroom. How to speak and relate to students of varied interests, needs and abilities of the different grade levels, K-12, is a seemingly insurmountable task.	To provide in-service training programs for community leaders that serve as career role models both in the classroom and on their jobs. To have participating community leaders gain a practical working knowledge of educational psychology, general communication skills, and education methodology so as to make these volunteers more effective with students.	General, practical educational methodology will be handled through discussion, role playing, simulated experiences and hands-on experiences. Educational psychology, and general student-teacher communication skills will be provided. Career Resource Model Packages will be jointly developed to provide guidelines and suggestions other community leaders can use in preparing for their work with students.

SUMMARY

The proposed Lafayette Career Education In-Service Program is a multi-faceted thrust aimed at making maximum use of existing Career Education expertise of the on-going Career Education model program. The twofold aims will be expansion and refinement.

Community involvement on a in-school, out-of-school reciprocal basis will highlight all activities. The need for continued and expanded reliance on the business-labor-industrial community is strongly evident from the experiences of the original Lafayette Career Education model program.

SHADOW PROGRAM Getting educators out of the confines of the school and placing them in an action-setting in the world of work will provide relevant information and experiences for local educators. Selected educators, representative of a cross-section, will spend one or two full days with various workers to "shadow" their work roles. De-briefing sessions for the returning teams will be conducted for identifying, summarizing and sharing of experiences.

ROLE MODEL IN-SERVICE TRAINING A Career Role model in-service training program will see the business-labor-industrial leaders change roles from the role held in the previously mentioned shadow program. Educators will upgrade community leaders knowledge and skills in educational methodology, psychology, communication skills and the general philosophy and goals of Career Education.

IN-SERVICE RESOURCE SPECIALIST Systemized dissemination and demonstration procedures for all Career Education materials will be provided by a resource specialist based at the Career Resource Center. This specialist will organize materials and conduct in-service training throughout the parish.

ON-GOING IN-SERVICE The expertise of educators from the on-[illegible]ing Career Education Model program will be utilized to train pre-career educators outside of the original project site on the rational, goals, concepts, and implementation procedures of Career Education. A uniform, comprehensive viable program for Lafayette should result from these on-going activities throughout the span of the program.

EVALUATION

All components of the multi-faceted Lafayette Career Education Program will be designed in such a way as to emphasize careful measurement of student outcomes in relation to the treatments attempted and to provide for appropriate program revisions where indicated.

Accurate documentation will be maintained with regard to exact methods and procedures utilized and the associated costs, so as to yield data essential to judging potential transportability of successful components and projected long-term costs to maintain the program as a local effort when state and federal funding ends.

In the overall administration of the Lafayette Career Education Program, the necessary fiscal controls and fund accounting procedures will be maintained to insure proper disbursement and accounting for state funds of Act 14.

Pre, post, and interim assessment instruments will be conducted to yield statistical data on attitude changes as well as occupational information.

Both internal and external evaluations will be used to gauge the effectiveness of each component, as well as to assess the overall value and success of the total program. A third-party evaluation team through a sub-contract with a university will provide objective, independent assessment of the program s effectiveness.

Experiences gained from both internal and external evaluation of the original Career Model Program provides a broad base upon which to build and refine. Several locally developed instruments and statistical results provide excellent tools for gathering data and comparing treatment and control groups. Also, the original program has the benefit of having field tested several commercially produced instruments. Below are titles of selected instruments used in the Lafayette Model Program (See Appendix A for samples of these instruments):

LOCAL INSTRUMENTS

1-Lafayette Parish Career Education Attitudinal Survey
Forms--
Form A: Grades 4-6; Form B: Grades 7-12; Form C: Parents;
Form D: Staff

2-Pre/Post-Assessment Instruments used for the various career in-service programs conducted.

3-Pre/Post-Assessment Instruments used to assess effectiveness of pre-employment training programs conducted for all exiting seniors.

4-Lafayette Career Education Program Pre-Evaluation of Career Learning

Experiences completed by all educators in original project site.

5-Career Education Information Form administered to all educators in original program.

COMMERCIAL MATERIAL

6-John O. Crites' Career Maturity Inventory field tested on control and treatment groups.

7-The American College Testing Program's Career Exploration Program was field tested in Lafayette Parish to formulate norms for this year.

8-Kuder General Interest Survey has been used extensively.

The overall evaluation of the program will, out of necessity, be multi-faceted due to the nature of the Lafayette program.
- Both structured and open-ended interviews with students and parents concerning attitudes, values, and feelings of Career Education experiences.

A systems approach to evaluation will be utilized. Selection of variables to be changed (student/teacher behavior and/or knowledge)-

Absenteeism
Dropouts
Suspensions
Expulsions
Placement of all exiting students
Dignity and value in all honest work
Meaningful, relevant education is not limited to the classroom
Student/teacher motivation

Refinement and expansion of these variables as goals for each variable are specified along with development of indicators (observations or measures) for each goal will yield a comprehensive evaluation.

Teacher observations, parent observations, and student evaluations of the meaningfulness of course content and career treatments will be ongoing evaluation activities.

Follow-up studies of graduates will yield the ultimate in accountability as to placement and productivity of exiting students.

The Career Education Community Advisory Committee and the Professional Educators Advisory Committee, along with the student representatives, will assist in refining objectives and treatments of career learning experiences.

Appendix C

PHASE I - (January 1, 1972 - June 30, 1973)

Carencro High Cluster[1]		Vocational Center	
# Schools:	5	# Schools:	1
# Teachers:	197	# Teachers:	8
# Students:	4447	# Students:	248

Totals:		
	Schools:	6
	Teachers:	205
	Students:	4695

PHASE II - (July 1, 1973 - June 30, 1974)

Comeaux Cluster &		Northside High Clusters added:	
# Schools:	4	# Schools:	7
# Teachers:	114½	# Teachers:	218
# Students:	2276	# Students:	4840

Totals:			TOTALS FROM PHASE I & PHASE II:	
	Schools:	11	Schools:	17
	Teachers:	332½	Teachers:	537½
	Students:	7176	Students:	11,871

PHASE III - (July 1, 1974 - June 30, 1975)

Acadiana Cluster &		Lafayette High Clusters added:	
#Schools:	6	#Schools:	14
#Teachers:	252	#Teachers:	428
#Students:	5496	#Students:	10,991

Totals:			TOTALS FROM PHASE I, PHASE II & PHASE III:	
	Schools:	20	Schools:	37
	Teachers:	678	Teachers:	1,215½
	Students:	16,487	Students:	28,358

Entire parish implementing Career Education:

Totals:						
	Schools:	37	(Present figures)	Schools:	40	(Projected figures)[2]
	Teachers:	1,215½		Teachers:	1,351	
	Students:	28,358		Students:	31,049	

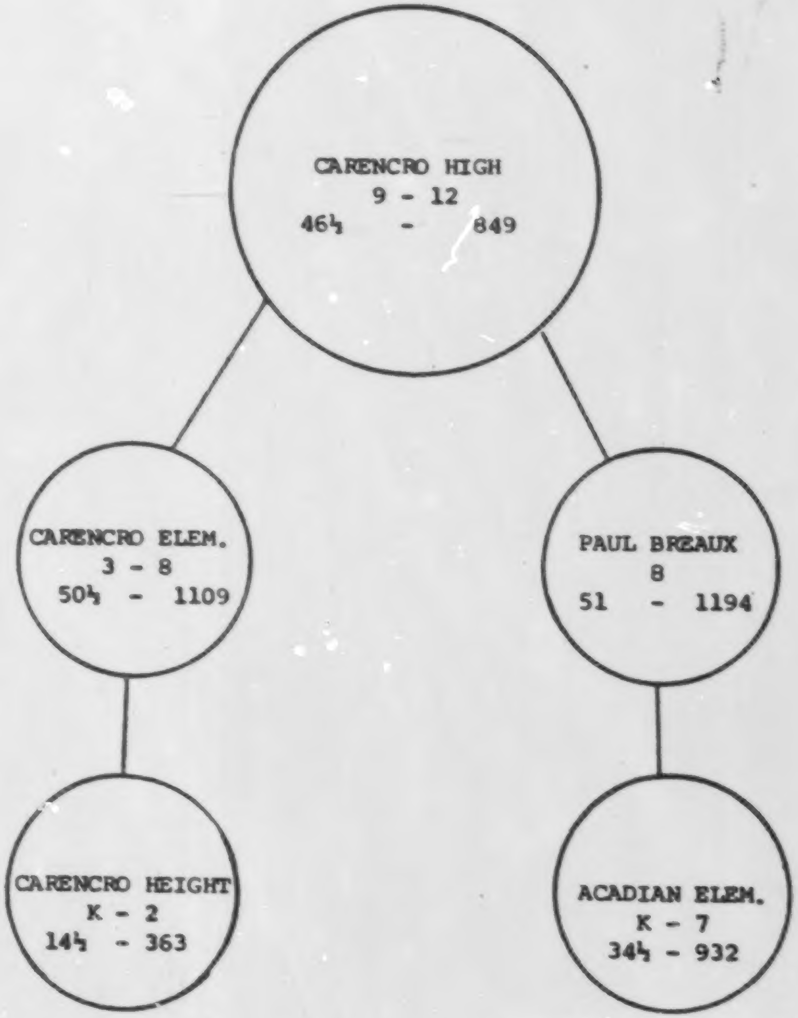
---

[1] Paul Breaux Elementary feeder system:

NHS	- 521	Acadiana High	- 183	Carencro High	- 71
LHS	- 348	Comeaux High	- 81		

[2] Nat Gisclaire, Director of Census and Attendance, April 14, 1972

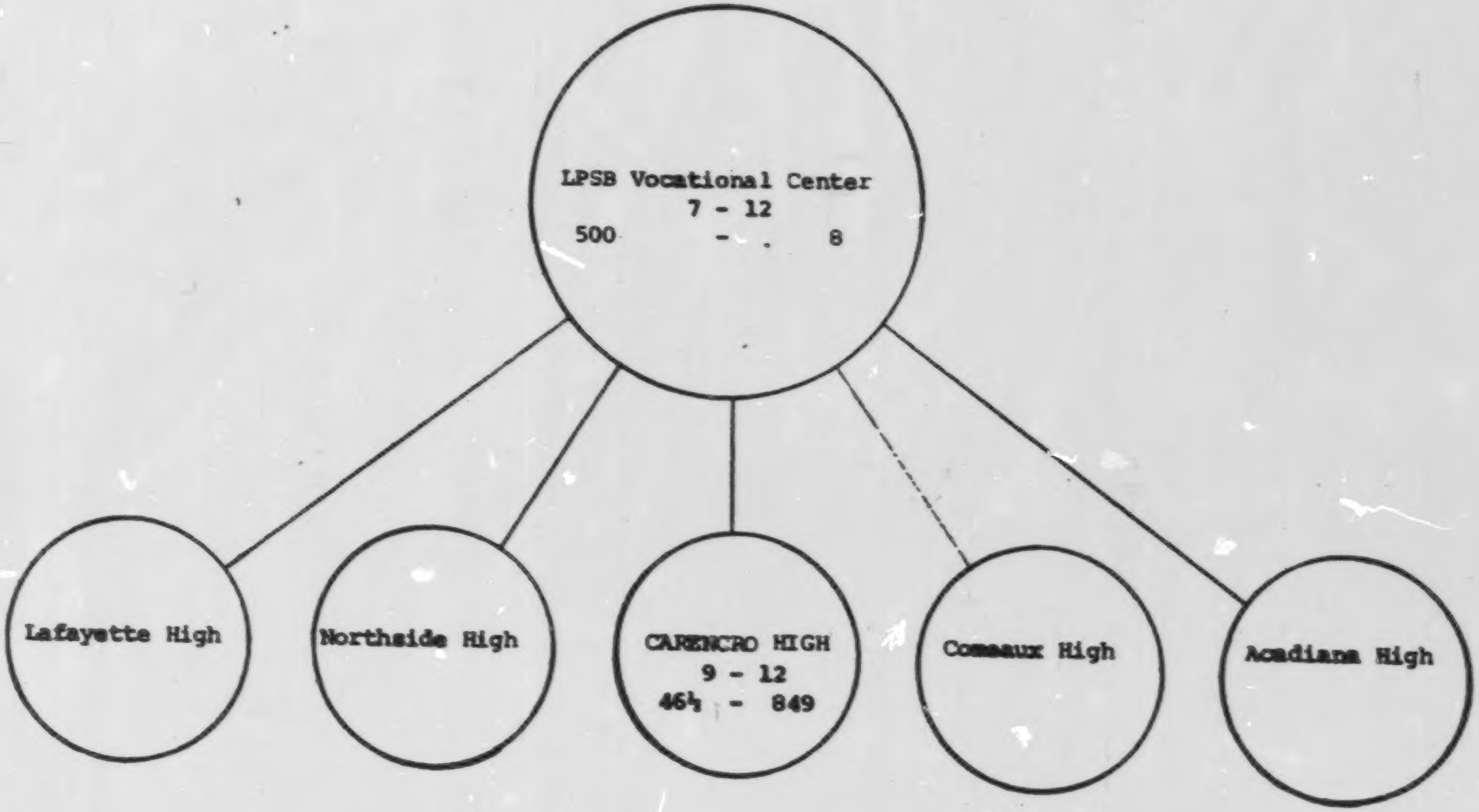
CARENCRO HIGH AND FEEDER SCHOOL CLUSTER
9 - 12


CARENCRO HIGH
9 - 12
46½ - 849
CARENCRO ELEM.
3 - 8
50½ - 1109
PAUL BREAUX
8
51 - 1194
CARENCRO HEIGHT
K - 2
14½ - 363
ACADIAN ELEM.
K - 7
34½ - 932

Total Teachers - 197

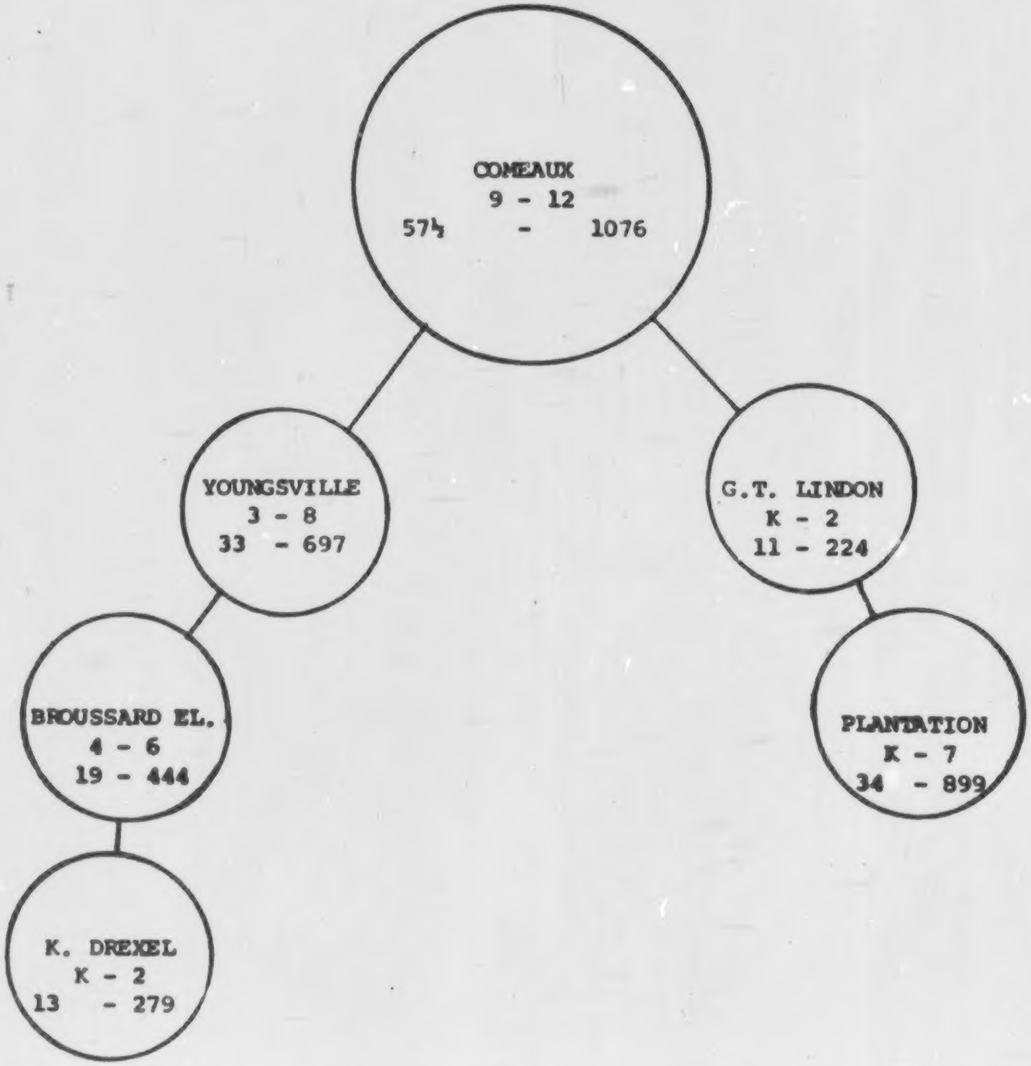
Total Students - 4447
Vocational
Center - 500
4947

LAFAYETTE PARISH SCHOOL BOARD VOCATIONAL CENTER


LPSB Vocational Center
7 - 12
500 - 8
Lafayette High
Northside High
CARENCRO HIGH
9 - 12
464 - 849
Comeaux High
Acadiana High

COMEAUX AND FEEDER SCHOOL CLUSTER

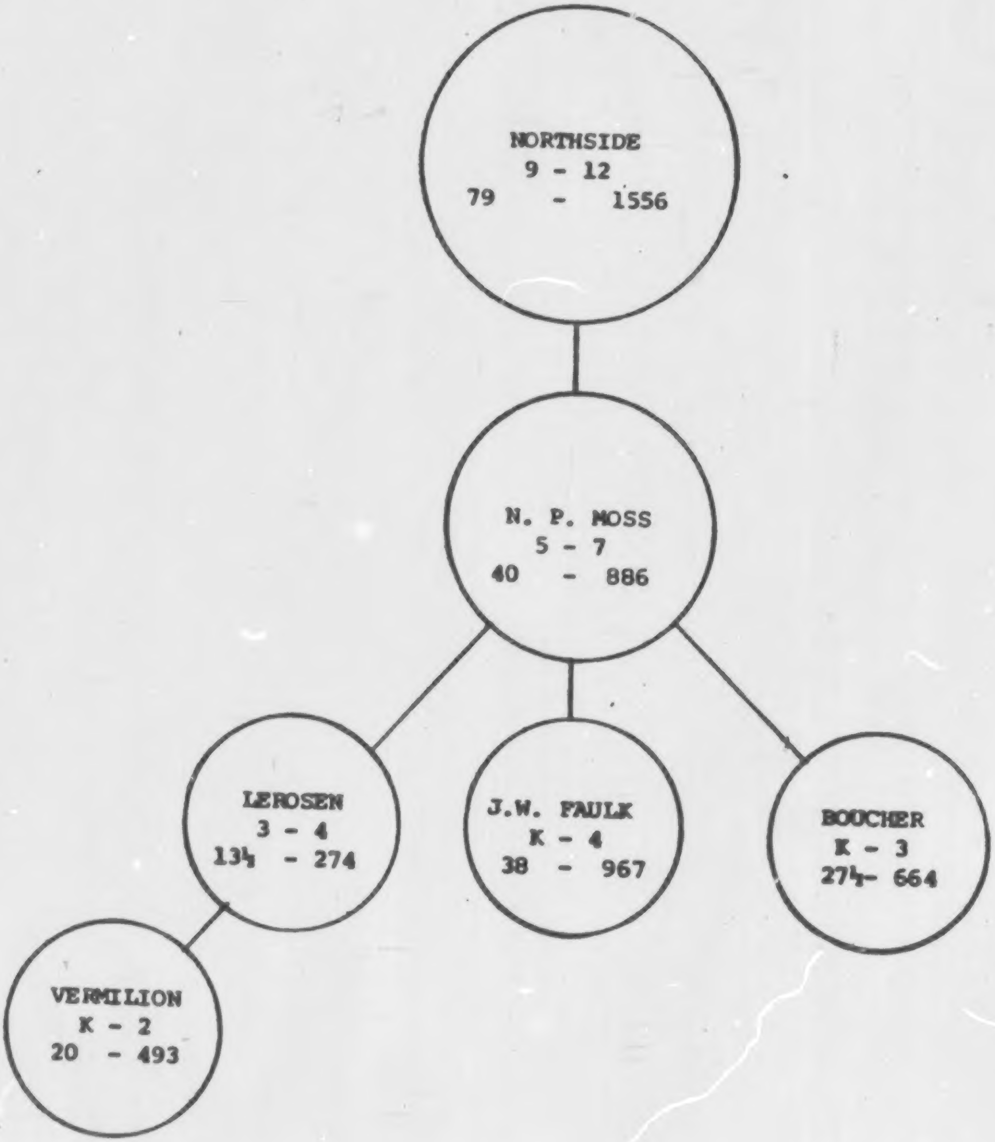
9 - 12


COMEAUX
9 - 12
57½ - 1076
YOUNGSVILLE
3 - 8
33 - 697
BROUSSARD EL.
4 - 6
19 - 444
K. DREXEL
K - 2
13 - 279
G.T. LINDON
K - 2
11 - 224
PLANTATION
K - 7
34 - 899

Total Teachers - 167½

Total Students - 3619

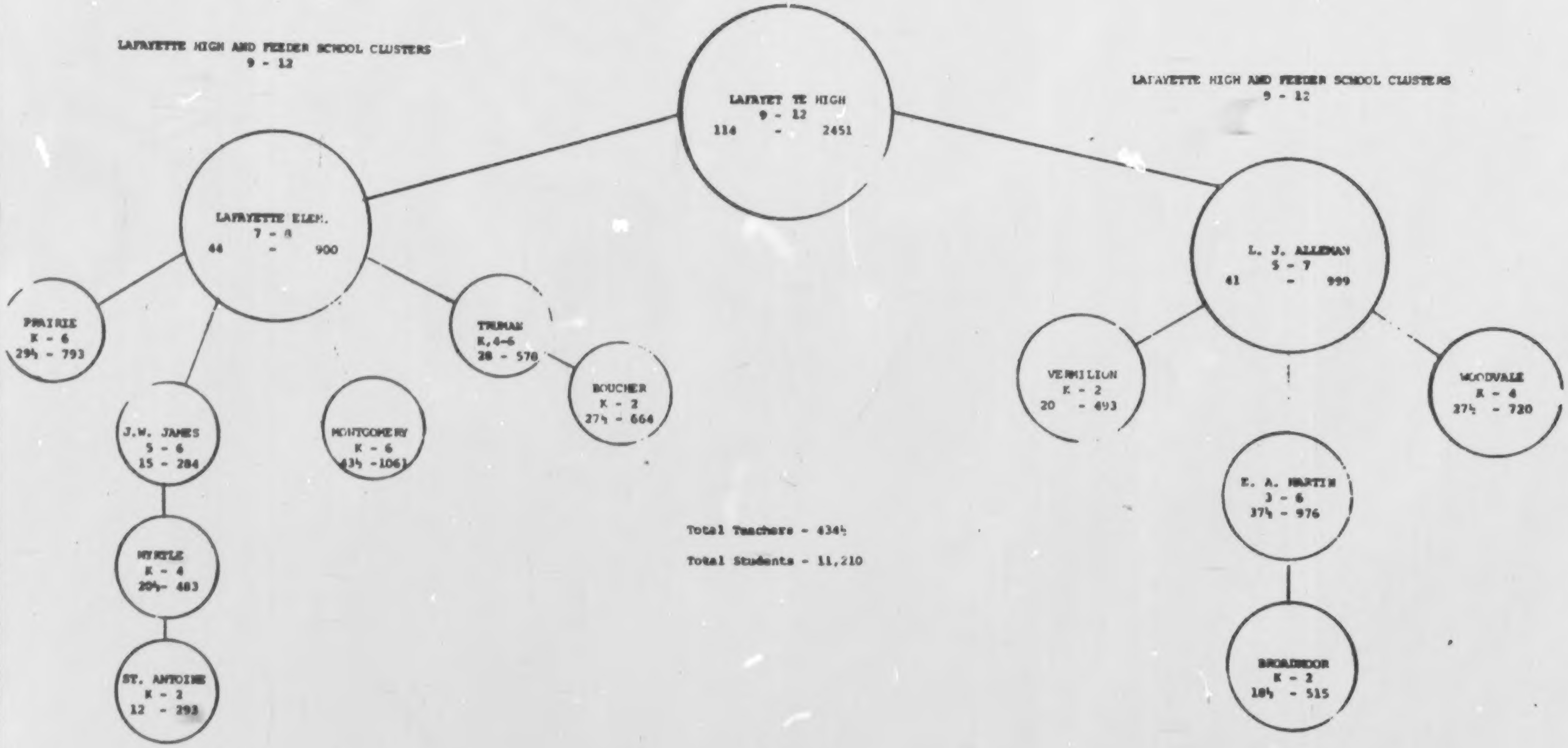
NORTHSIDE HIGH AND FEEDER SCHOOL CLUSTER
9 - 12


NORTHSIDE
9 - 12
79 - 1556
N. P. MOSS
5 - 7
40 - 886
LEROSEN
3 - 4
13½ - 274
J.W. FAULK
K - 4
38 - 967
BOUCHER
K - 3
27½- 664
VERMILION
K - 2
20 - 493

Total Teachers - 218
Total Students - 4840

LAFAYETTE HIGH AND FEEDER SCHOOL CLUSTERS
9 - 12

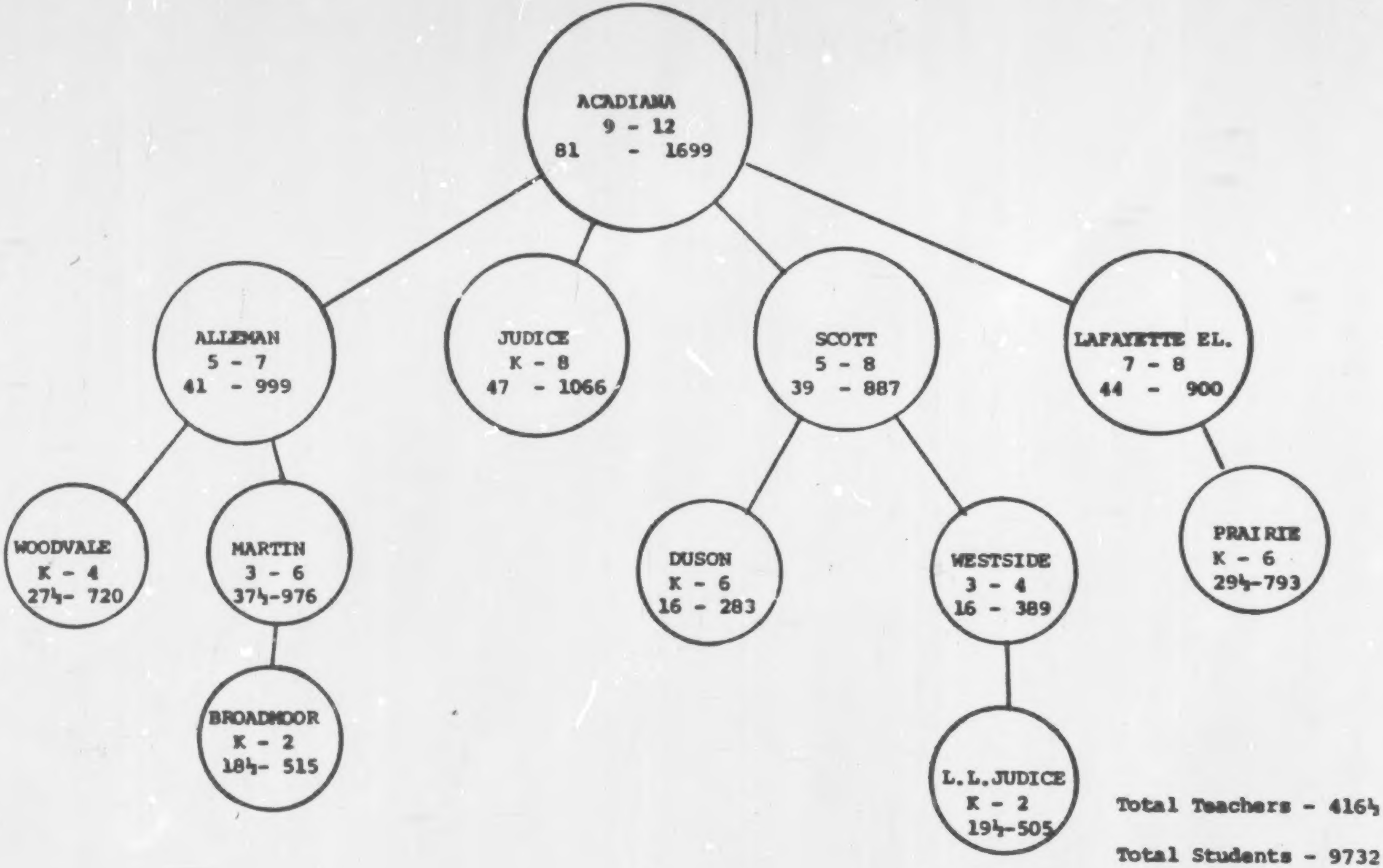
LAFAYETTE HIGH AND FEEDER SCHOOL CLUSTERS
9 - 12


LAFAYETTE HIGH
9 - 12
114 - 2451
LAFAYETTE ELEM.
7 - 8
44 - 900
PRAIRIE
K - 6
29½ - 793
J.W. JAMES
5 - 6
15 - 284
MYRTLE
K - 4
20½- 483
ST. ANTOINE
K - 2
12 - 293
MONTGOMERY
K - 6
43½ -1061
TRUMAN
K,4-6
28 - 570
BOUCHER
K - 2
27½ - 664
L. J. ALLEMAN
5 - 7
41 - 999
VERMILION
K - 2
20 - 493
WOODVALE
K - 4
27½ - 720
E. A. MARTIN
3 - 6
37½ - 976
BROADMOOR
K - 2
18½ - 515

Total Teachers - 434½

Total Students - 11,210

ACADIANA AND FEEDER SCHOOL CLUSTER
9 - 12


ACADIANA
9 - 12
81 - 1699
ALLEMAN
5 - 7
41 - 999
JUDICE
K - 8
47 - 1066
SCOTT
5 - 8
39 - 887
LAFAYETTE EL.
7 - 8
44 - 900
WOODVALE
K - 4
27½- 720
MARTIN
3 - 6
37½-976
BROADMOOR
K - 2
18½- 515
DUSON
K - 6
16 - 283
WESTSIDE
3 - 4
16 - 389
L.L.JUDICE
K - 2
19½-505
PRAIRIE
K - 6
29½-793

Total Teachers - 416½

Total Students - 9732

Appendix D

LAFAYETTE PARISH CAREER EDUCATION
ELEMENTARY STEERING COMMITTEE

I. SUGGESTED ACTIVITIES

A. Assist in determining objectives of Career Education.
B. Assist in development of Career Education course outlines and curriculum guides.
C. Prepare sample Career Education units.
D. Evaluate and recommend purchasing of instructional materials.
E. Prepare recommended list of resource people in community.
F. Prepare recommended list of free audio-visuals (annotated).
G. Assist in organizing the August Career Education workshop for teachers to be held the week of August 7-11, 1972.

II. MEETINGS (tentative)

A. Time: 7:45 A.M. - 12 noon
B. Place: Lafayette Parish School Board Vocational Center
C. Dates (suggested)

Monday - Friday: June 12-16	(5)	General Philosophy and goals of Career Education Compiling, editing existing Career Education activities
Monday, Wednesday, Friday: June 19, 21, 23	(3)	Compiling, editing existing Career Education activities
June 26, 28, 30	(3)	Evaluate and recommend purchasing of instructional materials Prepare recommended list of resource people in community Development of course outlines
Wednesday, Friday: July 5, 7	(2)	Evaluate and recommend purchasing of instructional materials Prepare recommended list of resource people in community Assist in organizing the August Career Education Workshop for teachers to be held the week of August 7-11, 1972 Suggested activities, sample lesson plans
Monday, Wednesday, Friday: July 10, 12, 14	(3)	Evaluate and recommend purchasing of instructional

		materials Prepare recommended list of resource people in community Assist in organizing the August Career Education Workshop for teachers to be held the week of August 7-11
Monday-Friday: July 17-21	(5)	Evaluate and recommend purchasing of instructional materials Prepare recommended list of resource people in community Assist in organizing the August Career Education Workshop for teachers to be held the week of August 7-11
Monday, Wednesday, Friday: July 24, 26, 28	(3)	Evaluate and recommend purchasing of instructional materials Prepare recommended list of resource people in community Assist in organizing the August Career Education Workshop for teachers to be held the week of August 7-11, 1972
TOTAL MEETINGS	(24)	

D. Suggested Divisions:

K-2
3-5
6-8

Appendix E

LAFAYETTE PARISH CAREER EDUCATION
ELEMENTARY STEERING COMMITTEE

Definition of Career Education:

Career education is a comprehensive educational program, beginning with early childhood and continuing throughout life, for the purpose of providing each individual with a positive awareness of self and the world of work. At any point of exit from school, the individual would be equipped with the necessary skills, attitudes, and knowledge for an entry level position in the world of work, post-secondary occupational training, or a baccalaureate program.

Goals of Career Education:

1. To bring about a refocusing of emphasis in education to develop in each student an increased awareness of his need to learn.
2. To provide every student with the opportunity to acquire the knowledge, skills, and attitudes which will prepare him to function successfully in society as a productive individual at a realistic level of aspiration.
3. To provide every student with a broad understanding of the opportunities and careers available in the world of work.
4. To develop in students a quality of adaptability so that they will be able to analyze suitations and make the necessary decisions and adjustments if and when future technology changes affect their occupations and lives.

Concepts of Career Education:

Self: Self understand is vital to career decision and work performances.

Society: Society reflects the creative force of work.

Technology: Man and technology are continually interacting in his work.

Economics: Man's livelihood depends upon the production, distribution and consumption of goods and services.

Career: Career education prepares man for the world of work.

GRADE: ONE SUBJECT AREA: LANGUAGE ARTS, CIAL LIVING, ART

CONCEPT: CAREER

SUBCONCEPT: HOBBIES AND INTERESTS MAY HELP US DECIDE WHERE WE WILL WANT TO WORK.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES
Each child will explore his hobby or interest and find one occupation that it could lead to.	Suggested introduction for discussion: What do you like to do most? What job is fun for you? What is interesting to you? Why? What is a hobby? Have the children find pictures of their hobby or interest or draw one. Display on a bulletin board Our Hobbies. Discuss: What do you want to be when you grow up? What kinds of activities does this worker do? What does he need to know? List worker and activities on a chart.

RESOURCES	EVALUATION
Work Around the World, Kathryn Jackson, Fred Becker, Silver Burdett. My Father Can Fix Anything Mabel Watts, Golden Press, 1965. I Want To Be ________, Series, Carla Green, Childrens Press, 1961. Filmstrip: "Community Helpers" Series Set #2, McGraw-Hill.	Let children make a booklet, I want to be a ____________, including pictures, stories, and drawings of different activities of this occupation. Have a check list for booklet: Things I like to do: ____ ____ Things I can do: ____ ____ Things I did learn: ____ ____ Things I need to learn: ____ ____

Appendix F

CAREER EDUCATION RESEARCH & DEVELOPMENT PROJECT
Lafayette Parish School Board
Vocational Center
18th Street
Lafayette, Louisiana 70501

OCCUPATIONAL INFORMATION SURVEY FORM

Please complete this form so that current, realistic, local occupational information can be provided to the Lafayette Parish School System. The success of this project depends on your cooperation in providing us all the information you can on this form. Any data which you specify is confidential, will not be released, nor will the name of your organization. Otherwise, the names of organizations will be given only as sources of occupational information. Please return this form as soon as possible since the information is needed now for the workshop beginning June 19, 1972.

I. INFORMATION ABOUT YOUR ORGANIZATION

A. Name of organization: ______________________________

B. Street address: ______________________________

C. City: ____________________; D. Parish: ______________

E. Person completing form: ______________; F. Title: ____________

G. Manager's name: ____________________; H. Phone: ____________

I. Kind of business, industry or organization: ________________

____

J. Total number of employees in your establishment:

Regular: __________ Seasonal: ________

II. PLEASE CHECK BELOW THE ITEMS YOU CAN FURNISH THE SCHOOLS EITHER ON A TEMPORARY OR PERMANENT BASIS FOR CAREER GUIDANCE PROGRAMS

A. Audio-Visual Aids:

1. Charts------☐
2. Displays----☐
3. Photographs------☐
4. Pictures(Drawing)☐
5. Recordings-
   a. Cassettes Tapes☐

6. Films(movie) ☐
7. Filmstrips-- ☐
8. Microfilm-- ☐

9. Slides----------- ☐
10. Transparencies---- ☐
11. TV or Video Tapes- ☐

b. Reel Tapes ☐
c. Phonograph ☐
12. Other Types ☐ ____________

B. Published Materials: (Please check the items you can furnish the schools)

1. Autobiographies (Writings about one's own life work) ------ ☐
2. Biographies (Writings about another's life work) ---------- ☐
3. Career Fiction (Imaginary stories of people's life work) --- ☐
4. Directories (Alphabetical listing of job information) ------ ☐
5. Job Descriptions (Information about individual occupations)- ☐
6. Jobs Described in Your Specific Business of Industry ------- ☐
7. Magazines, Journals, or Periodicals Containing Occupational Information -- ☐
8. Training Manuals or Materials ------------------------------ ☐
9. Recruitment Literature (Writings to gain workers for specific jobs) -- ☐
10. Personnel Handbook (Containing job requirements, rules, benefits, etc.) -- ☐
11. Pay Plans (Lists of job classifications, pay rates, steps, amount increases) -- ☐
12. Other Reference Books, Pamphlets, Articles on Jobs -------- ☐

III. RESOURCE PERSONS: (Please fill in the information requested below if you have a representative of your business, or organization available as a consultant or contact person for students, teachers or counselors wanting more specific, occupational or career guidance information.)

A. Consultant: (Please complete the following for person available for interviews.)

1. Name: ____

2. Title: ______________________; Phone No.: ____________

B. Speaker: (Please complete the following for person available as speaker before small groups, classes, or assemblies.)

1. Name: ____

2. Title: ______________________; Phone No.: ____________

IV. ON-THE-SITE VISITATIONS (FIELD TRIPS, ETC.) BY STUDENTS, TEACHERS, AND COUNSELORS FOR CAREER AND OCCUPATIONAL INFORMATION: (Please fill in the information requested below if you will have group visitations to your establishment for career guidance purposes.)

A. We will have on-the-site visitations by groups of students who are escorted by teacher(s) and/or counselor(s) for a maximum number of ____________ people.

B. Groups will be able to see workers on their jobs and secure occupational information first hand for the following type(s) of jobs and career fields ______________________________

____

C. The contact person to make arrangements for the visit is:

1. Name: ______________________________

2. Title: ____________________; Phone No.: __________

V. INDIVIDUAL STUDENT OBSERVATION: (Would your firm allow an individual student interested in the work done in your establishment to visit and observe the worker(s) doing the job(s) he wants to know more about.)
______Yes ______No

A. Person to contact for authorization:

1. Name: ______________________________

2. Title: ____________________; Phone No.: __________

B. Restrictions or requirements: ______________________________

____

VI. REQUIREMENTS FOR ENTERING JOBS IN YOUR ESTABLISHMENT: (Please indicate the entry requirements for your establishment by checking those which you have and stating the "Specific Types" in the spaces following each requirement.)

A. Minimum Age: Yes ☐ No ☐ Years __________

B. Sex: Male ☐ Female ☐

C. Physical examination required: Yes ☐ No ☐ Not applicable ☐

D. Ability or aptitude test required: Yes ☐ No ☐ Not applicable ☐

E. Permit, License, or Certificate: Yes ☐ No ☐ Not applicable ☐

F. Written Application: Yes ☐ No ☐ Not applicable ☐

G. Interview: Yes ☐ No ☐ Not applicable ☐

H. Special Training Required: Yes ☐ No ☐ Not applicable ☐

If yes, specific types: ______________________________

____

VII. OTHER EMPLOYMENT INFORMATION ABOUT YOUR ESTABLISHMENT THAT ENTRY WORKERS NEED TO KNOW: (Please check the items listed below that apply to your establishment and state more specific details in the spaces provided for this information.)

A. Do you hire seasonal employees? Yes ☐ No ☐
Specific Types: ______________________________

____

1. Peak season dates: __________ to __________

2. Slack season dates: __________ to __________

B. What are the hours in your work week? __________

C. What are the regular work days?

Mon. ☐ Tues. ☐ Wed. ☐ Thurs. ☐ Fri. ☐ Sat. ☐ Sun. ☐

D. Do you have any union agreements? Yes ☐ No ☐
Specific Types: ______________________________

____

E. Do you hire part-time employees? Yes ☐ No ☐
Specific Types: ______________________________

____

F. Do you have employment restrictions? Yes ☐ No ☐
Specific Types: ______________________________

____

G. Will you hire the handicapped? Yes ☐ No ☐
Specific Types: ______________________________

____

H. Do you hire students on work-school programs? Yes ☐ No ☐

I. Are you interested in hiring students on work-school programs?
Yes ☐ No ☐

J. Do you offer any training programs of your own? Yes ☐ No ☐
Specific Types: ______________________________

____

K. Are there any type workers you have difficulty obtaining or have special need for:

Specific job opening in demand: ______________________________

L. Are there opportunities to advance or receive pay increases within entry positions? Yes ☐ No ☐

From entry positions to higher level positions? Yes ☐ No ☐

M. Other employment information to assist entry workers:

(Fringe benefits) ______________________________

____

Appendix G

GEORGE F. DUPUIS, SR., WARD 3
PRESIDENT

HAROLD H. GAUTHE
ACTING SUPERINTENDENT

STANLEY P. BABIN, WARD 2
VICE-PRESIDENT

Lafayette Parish School Board

P. O. DRAWER 2158
LAFAYETTE, LOUISIANA 70501

May 26, 1972

BEST COPY AVAILABLE

Dear Sir:

An occupational information survey, sponsored by the Lafayette Parish School Board, will be conducted by the staff of the Career Education Research and Development Project under the direction of Charles Bonvillain, Project Coordinator, and E. J. Gautreaux, Vocational Guidance Coordinator. The purpose of the study is to gather information which will help in the planning of career training programs and to provide the means for effective career counseling and guidance to the individual student. Implementation of an improved career education and guidance program will provide the means for students to become successful employees, which will afford an economic advantage to both employee and employer.

In order to achieve these goals, it is necessary to gather relevant occupational information in the greater Lafayette area. The information sought concerns educational qualifications of your employees at entry levels and in starting occupations. The Lafayette Parish School Board is continously seeking to improve its curriculum and guidance counseling to provide students with accurate information on the necessary educational background for various occupations. For the greatest benefits to occur, the cooperation of the employers in the area is needed in supplying employment information.

To this end two avenues of approach will be used. A short, mostly check-off type questionnaire, with a self-addressed postage paid envelope is enclosed. The questionnaire is designed to be as simple and self-explanatory as possible. Secondly, we are also enlisting the help of the guidance counselors of the parish. Ray Miles, Director of Pupil Personnel Services, will conduct a one-week Vocational Guidance Workshop during the week of June 19, 1972.

We ask that you return the questionnaire to us by June 19, 1972, if at all possible. This will enable the counselors to compile, edit, and prepare the data into a readable format.

The counselors will visit selected businesses to gather more detailed job entry information and to familiarize themselves with the actual world of work. Because of the short duration of the workshop, the counselors will only be able to visit a limited number of businesses. However, we hope to visit all participating organizations during the 72-73 school session.

The Lafayette Parish School Board Career Education Project earnestly solicits your cooperation and support. The success of this endeavor will be of benefit to you and to the children of Lafayette Parish.

Please feel free to call upon Gautreaux for additional information. He can be reached at the Lafayette Parish School Board Vocational Center, 233-2026.

Sincerely,

Harold H. Gauthe

Harold Gauthe
Acting Superintendent

vbh

Enclosures

Appendix H

CAREER
SELF
CAREER
SOCIETY
ECONOMICS
TECHNOLOGY
INDIVIDUAL
EDUCATION

Career Education:

THE 4th "R"

RELEVANCY

ADDED TO EDUCATION

LAFAYETTE PARISH

CAREER EDUCATION

RESEARCH & DEVELOPMENT STAFF

Ray W. Miles, Administrator
Charles A. Bonvillain, Career Education Coordinator
E. J. Gautreaux, Career Guidance Coordinator
Sandra C. Montoucet, Secretary

STEERING COMMITTEE
(curriculum development team)

Shirley Borel	Acadian Elementary
Linda LeTard	Acadian Elementary
Verna Figaro	Paul Breaux Elementary
Valerie Nelson	Paul Breaux Elementary
Jean Worley	Paul Breaux Elementary
Patricia Higgins	Carencro Elementary
Chris Mouton	Carencro Elementary
Phillip Sonnier, Jr.	Carencro Elementary
Frances Benoit	Carencro Heights
Lanell Marks	Carencro High

THIRD PARTY EVALUATION COMMITTEE

Dr. G. Louis Coussan - Dean, Department of Education
Dr. Huey S. McCauley - Assistant Professor of Education
Dr. Thomas A. Nevitt - Chairman, Superintendent Michot's Career Education Task Force - Head of Department of Industrial Education

WORKSHOP HOST
Carencro High School

Allen A. Dugas, Principal
Emile J. Fourcade, Assistant Principal

LAFAYETTE PARISH

CAREER EDUCATION WORKSHOP

August 7-11, 1972

7:45-12:00 Noon

CARENCRO HIGH SCHOOL

SCHEDULE

MONDAY, AUGUST 7

7:45-8:30 - Registration, Cafeteria
Coffee and Donuts

8:30 - General Session

Presiding
Ray W. Miles, Director
Pupil Personnel Services
Career Education Project
Administrator

Welcome
Harold H. [illegible]
Acting Superintendent
of Schools
Lafayette Parish School Board

Greetings
Paul Broussard
Assistant Superintendent
of Personnel
Lafayette Parish School Board

Welcome from Workshop Host
Allen A. Dugas, Principal
Carencro High School

Overview of Workshop: Program and Objectives
Charles A. Bonvillain

Pre-Assessment
E. J. Gautreaux

"Rationale of Career Education"
John E. O'Dowd
Assistant Superintendent
Career Education
Louisiana State Department
of Education

10:00-10:15 - Break

10:15 - Panelists

"The Role of Higher Education in Career Education -- U. S. L. Readies Itself"
Dr. G. Louis Coussan

"A Concerned Employer Reflects On the Concept of Career Education"
Tom G. Pears, Manager
KLFY-TV 10

"A Student's Search for Relevancy in Education"
Tony H. Grand, President
Carencro High School
Student Council

Group Reaction to Presentation

12:00 - Adjourn

TUESDAY, AUGUST 8

7:45-8:15 -	Coffee and Donuts
8:15 -	General Session Presiding Charles A. Bonvillain "Career Education" Slide-Tape Presentation
8:45 -	"Maryland Develops a Career Education Model" Nancy Pinson, Director Career Education Maryland State Department of Education
9:30-9:45 -	Break
9:45 -	Participant Discussions of Presentation (Group Interaction) Group A: Level 1 - Room 2101 Group B: Level 2 - Room 2102 Group C: Level 3 - Room 2103 Group D: Level 4 - Room 2121 (See page 8 for names of group leaders)
10:30 -	Group Reaction to Presentation
12:00 -	Adjourn

WEDNESDAY, AUGUST 9

7:45-8:15 - Coffee and Donuts

8:15 - General Session

Presiding
Jean Worley
Curriculum Development
Team Member

"Implementing Career Education:
Maryland's Approach"
Nancy Pinson

9:15-9:45 - Group Reaction to Presentation

9:45-10:00 - Break

10:00 - Curriculum Materials Developed by Lafayette Career Education Steering Committee - "Accountability: Behavioral Objectives for Career Education" (Group Meetings)

Group A: Room 2101
Group B: Room 2102
Group C: Room 2103
Group D: Room 2121

12:00 - Adjourn

THURSDAY, AUGUST 10

7:45-8:15 -	Coffee and Donuts
8:15 -	General Session Presiding E. J. Gautreaux "The Guidance Function in Career Education" Dr. Gil B. Browning Assistant Superintendent of Education Developmental and Innovative Programs - Louisiana State Department of Education
9:15-9:45 -	Participant Discussions of Presentation (Group Interaction)
9:45-10:00 -	Break
10:00 -	Group Reaction to Presentation
10:30 -	Development of Sample Career Education Curriculum Guides (Group Meetings) Group A: Room 2101 Group B: Room 2102 Group C: Room 2103 Group D: Room 2121
10:30 - (Group E) Room 2119	"The Role of the School Board Staff and Principals in Implementing a Viable Career Education Program" Dr. Thomas A. Nevitt
12:00 -	Adjourn

FRIDAY, AUGUST 11

7:45-8:15 -	Coffee and Donuts
	Presiding Ray W. Miles
8:15 -	Final Preparation for Group Reports (Group Meetings)
	Group A: Room 2101 Group B: Room 2102 Group C: Room 2103 Group D: Room 2121
9:30 -	General Session
9:30-9:45 -	Break
9:45 -	Group Reports
	Group A: Room 2101 Group B: Room 2102 Group C: Room 2103 Group D: Room 2121
1:00 -	Post-Assessment Dr. Thomas Nevitt
2:00 -	Adjourn

CAREER EDUCATION

CURRICULUM DEVELOPMENT TEAM LEVELS

GROUP A: Level 1 - Grade: K-2	Frances Benoit Verna Figaro
GROUP B: Level 2 - Grade: 3-5	Patricia Higgins Linda LeTard Chris Mouton
GROUP C: Level 3 - Grade: 6-8	Shirley Borel Phillip Sonnier, Jr. Jean Worley
GROUP D: Level 4 - Grade: 9-12	Lanell Marks Valerie Nelson

PROFESSIONAL ADVISORY COMMITTEE

A. J. Antoine
Robert Arceneaux
Paul Broussard
Marion Cortez
Charles Dennis
Lloyd Faulk
Harold Gauthe
Nat Gisclaire
Catherine Janes
Ray Miles

CAREER EDUCATION TARGET SCHOOLS
(1972-73 School Session - Phase 1)

School	Principal
Acadian Elementary	J. Carroll Mouton
Paul Breaux Elementary	R. L. Henderson
Carencro Elementary	James Guilbeau
Carencro Heights	Lee B. Ventroy
Carencro High	Allen A. Dugas
L. P. S. B. Vocational Center	Robert Arceneaux

RESOURCE PEOPLE

Robert M. Arceneaux

Leonard C. Belton

Gil B. Browning

Ray W. Miles

Thomas A. Nevitt

John E. O'Dowd

Nancy Pinson

Richard A. Theodore

Special Thanks:

Veronica B. Hunt

Sandra C. Montoucet

Appendix I

LAFAYETTE PARISH CAREER EDUCATION WORKSHOP

PRE-ASSESSMENT

Please check off the appropriate area.

________ TEACHER

________ Elementary

________ Junior High

________ Secondary

________ GUIDANCE COUNSELORS

________ Elementary

________ Secondary

________ SCHOOL BOARD STAFF

________ PRINCIPAL

________ Elementary

________ Junior High

________ Secondary

OTHER: ______________________________

LAFAYETTE PARISH CAREER EDUCATION WORKSHOP

PRE-ASSESSMENT

Please circle your choice. Key: Yes-Y No-N Undecided-U

Y N U 1. The State of Louisiana has deemed Career Education to be of such importance as to have an Assistant Superintendent for Career Education.

Y N U 2. Career Education as envisioned by Secretary Marland will begin in kindergarten and extend through high school.

Y N U 3. Career Education, because of its very nature, will be part of the curriculum for some students, not for all.

Y N U 4. One of the primary goals of Career Education will be to insure that every student leaving school will possess the entry level skills necessary to start making a livelihood for himself and his family at whatever point he leaves school.

Y N U 5. Lafayette Parish will have a parish-wide Career Education program for the 1972-73 school session.

Y N U 6. American education is geared more to the college bound student than to the non-college bound student.

Y N U 7. On the national level 80% of our youth do not graduate from college.

Y N U 8. Unemployment among vocational high school program graduates is higher than that of the general education secondary high school graduates.

Y N U 9. Career Education will be a new subject added to the curriculum.

Y N U 10. The majority of high school students are exposed to skill development training.

Y N U 11. Vocational education is an important part of Career Education but it is not synonomous with it.

Y N U 12. Only two parishes in Louisiana have Career Education

Research and Development projects.

Y N U 13. Vocational education does not cost more than general education.

Y N U 14. By 1980 there will be a greater percentage of jobs requiring a four-year college degree.

Y N U 15. Children should be initially introduced to the world of work in the middle school.

Y N U 16. Guidance counselors traditionally have placed more emphasis on "educational" information rather than vocational information.

Y N U 17. Recent studies by the Manpower Administration have shown that the majority of American high schools provide meaningful vocational guidance during a student's educational career.

Y N U 18. Recent studies have shown that career guidance is still in a critical stage by revealing such facts as "half of 9th grade boys planned to enter occupations that were inappropriate in terms of intellectual and educational requirements."

Y N U 19. Due to the fact that we keep our students in school longer, our teenage unemployment rate has dropped since the 1930's.

Y N U 20. The United States, world's richest nation, with reputedly the best educational system, has the poorest record of all advanced nations in providing bridges between school and work for its youth.

Y N U 21. College counselor education programs have failed to interest counselors in and prepare them for Vocational Guidance.

Y N U 22. According to results of a survey of secondary school counselors, "counselors overwhelmingly choose to work with "college prep' students rather than vocational oriented students.

Y N U 23. The majority of students today are exposed to sufficient occupational knowledge.

Y N U 24. Career Education is all inclusive in terms of curriculum. Every course offering should have some reference to Career Education.

Y N U 25. The elementary school is the best place to make children aware of unskilled and semiskilled occupations.

Y N U 26. Information gained early in life will not significantly reduce unrealistic occupational identifications.

Y N U 27. The study of occupations at the elementary level should be for information and intent, not for vocational education.

Y N U 28. Current practices of presenting occupational information to elementary school children is inadequate.

Y N U 29. For the first time in history the United States Chamber of Commerce has gone on record supporting an educational program - - - Career Education.

Y N U 30. Career development is a lifelong process.

Y N U 31. All the curriculum guides presented in the teachers curriculum guide book must be used if the teacher is to do a satisfactory job in Career Education.

Y N U 32. More emphasis on jobs and work will tend to lower the intellectual quality of education.

Y N U 33. Career Education is all education, not just vocation education.

Y N U 34. Career Education is only for those who will graduate from high school.

Y N U 35. Career Education should be a comprehensive education program which begins in grade one or earlier and continues through the adult years.

Y N U 36. Career Education focuses on the needs of the individual, the needs of society, the economy and employers.

Y N U 37. The use of Career Education material may be integrated with the existing curriculum and not necessarily as a separate subject.

Y N U 38. It is the responsibility of the school to develop a positive attitude in all students toward work and to foster the idea that all work is honorable.

Y N U 39. Career Education is skill training to aid the potential dropout so that he will have a knowledge of the world of work when he leaves school.

Y N U 40. It is the consensus that Career Education will make the schools truly relevant and meaningful for every younster.

Y N U 41. Career Education will require a restructuring rather than a refocusing of the basic subject matter areas.

Y N U 42. Lafayette Parish doesn't have a vocational center for the training of high school youth.

Y N U 43. More persons are graduating from a four-year college with a bachelor's degree than there are jobs requiring degree holders.

Y N U 44. Career Education demands no permanent bondage to a career goal.

Y N U 45. Most students get sufficient knowledge of Career Education because of their natural curiosity.

Y N U 46. A student in Career Education will not be equipped to master college courses.

Y N U 47. If subject matter is not related now or in the foreseeable future to a career, in most instances, it should not be taught.

Y N U 48. Teachers need to actively seek out the resources of the business community.

Y N U 49. Teachers should encourage most students to enter college.

Y N U 50. Increased use of organized field trips and guest speakers should be utilized in every classroom.

Appendix J

LAFAYETTE PARISH CAREER EDUCATION WORKSHOP

POST-ASSESSMENT

Please check off the appropriate area.

_______ TEACHER
_______ Elementary
_______ Junior High
_______ Secondary

_______ PRINCIPAL
_______ Elementary
_______ Junior High
_______ Secondary

_______ GUIDANCE COUNSELORS
_______ Elementary
_______ Secondary

_______ SCHOOL BOARD STAFF

OTHER: ______________________________

LAFAYETTE PARISH CAREER EDUCATION WORKSHOP

POST-ASSESSMENT

Please circle your choice. Key: Yes-Y No-N Undecided-U

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Y N U 49. Teachers should encourage most students to enter college.

Y N U 50. Increased use of organized field trips and guest speakers should be utilized in every classroom.

POST-ASSESSMENT

1. At this time in your professional career, do you feel competent to design and implement Career Education programs for your school?

   A. Very competent
   B. Satisfactorily competent
   C. Minimally competent
   D. Not sure

2. How important do you consider Career Education programs for your particular school?

   A. Very important
   B. Moderately important
   C. Slightly important
   D. Not important

3. How adequate is your present school program in providing career information and experiences for all your students?

   A. Very adequate
   B. Adequate
   C. Minimally adequate
   D. Not adequate

4. Indicate your need at this time for assistance in developing Career Education programs for your students.

   A. Need considerable help
   B. Could use additional help
   C. Do not need additional help at this time
   D. This area is not important to me at this time

5. Educational media for Career Education programs available to your school are:

   A. Very adequate
   B. Adequate
   C. Minimally adequate
   D. Not adequate

6. How important do you consider school practices specially designed to improve the self-concept of all students?

   A. Very important
   B. Important
   C. Somewhate important
   D. Not important at this level

7. How important do you consider business advisory committees for certain school programs?

   A. Very important
   B. Moderately important
   C. Slightly important
   D. Not important

8. How important do you consider education committees for certain school programs?

   A. Very important
   B. Moderately important
   C. Slightly important
   D. Not important

9. How important do you consider disciplines, such as math, English, etc?

   A. Very important
   B. Moderately important
   C. Slightly important
   D. Not important

10. In your opinion, most students obtain information about career possibilities from:

   A. Teachers
   B. Guidance Counselors
   C. Friends
   D. Other sources

11. Non-school resources available for Career Education in your area seem to be:

   A. Very adequate
   B. Adequate
   C. Minimally adequate
   D. Not adequate

12. Career Education programs should be presented:

   A. By teachers, independently
   B. By teams or departments
   C. School wide
   D. System wide

13. To what extent should resources outside the school be used in Career Education programs?

   A. Extensively
   B. Moderately
   C. Slightly
   D. Outside resources are not really necessary

14. How important are Career Education programs at the elementary school level?

A. Very important
B. Moderately
C. Slightly
D. Unimportant

15. Career Education programs are best structured for multi-disciplinary settings.

A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree

16. Career Education programs are best suited to the disadvantaged populations.

A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree

17. At the elementary school level how important is it to relate subject matter to possible career areas?

A. Very important
B. Moderately important
C. Slightly important
D. Not important at this level

18. As an administrator do you now promote or plan to promote specific school practices designed to enhance students' self-concept?

A. Yes
B. No
C. Uncertain

19. Career Education is best related to:

A. Personal or social development
B. School subject or school sponsored learnings
C. A and B
D. Neither A nor B

Answer the following (no. 20 through no. 35) according to the scale below:

A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree

20. Interests expressed by students are of minor importance when designing curriculum.

21. The elementary school is not equipped to develop decision-making abilities.

22. It is easier to work with an adolescent who has made an early career choice than with one who has made no commitment.

23. Career Education should be given little emphasis until the child reaches adolescence.

24. Exposure to many career alternatives serves only to confuse the elementary school child.

25. The skill training offered to a student should be based primarily on the results of aptitude tests administered to him.

26. The majority of school personnel will individually admit, but collectively deny, the irrelevance of much of today's curriculum.

27. The majority of parents and the business community are eager to become involved in the educational process.

28. Vocational training should be postponed until high school has been completed.

29. Career development is a process where the pupil is exposed to the work components of his career choice.

30. Children can be introduced in the elementary grades to ideas about working for a living and to realities of wage earning.

31. An occupational commitment should be implicit in every students' secondary school program.

32. Career Education in urban areas is more important than Career Education in rural areas.

33. Only those students who declare themselves to be work-oriented need exposure to the career development approach.

34. Parents with college educations are less apt to support curriculum stressing employability than are parents whose working careers began after high school.

35. Only when a total school approach and curriculum reflect future career applications in all subjects will young people attribute status to the acquisition of a salable skill.

In the following items (no. 36 through no. 39) indicate the number of resource persons you know by name who are available to serve your school program. Use the scale below:

A. None
B. One
C. Two, three, or four
D. Five or more

36. Parents.

37. Local business persons.

38. State Department of Education personnel.

39. Higher Education persons.

In the following items (no. 40 through no. 48) weigh the importance of each item by the following scale:

A. Essential
B. Moderately important
C. Slightly important
D. Unimportant

Career Education is a concept which might incorporate the following dimensions:

40. Developing self-understanding.

41. Practice in decision making.

42. Acquiring occupational information through literature, media, and lecture.

43. Narrowing selections of career options.

44. Observing people working, or training for work, in a broad range of career areas.

45. Beginning to match achievement (or skill acquisition) to declared interest.

46. Providing simulation or "hands-on" experiences.

47. Making a firm career choice.

48. Being less able to rank occupations according to dignity and worth.

49. How many of the present courses in your school curriculum would you remove, given the sanction? Name them, (no. 49) if any, on the rear of the answer sheet.

A. One
B. Two
C. Three
D. More than three

50. How many courses would you add to your school's program, given the sanction? Name them (no. 50) if any, on the rear of the answer sheet.

A. One
B. Two
C. Three
D. More than three

51. What activities and/or experiences in the workshop did you find most useful?

52. What activities and/or experiences did you find least beneficial?

53. Suggestions or comments for improvement of the workshop for next year.

54. What type of continuing in-service training would you suggest for the 1972-73 school session?

55. What do you feel the Career Education staff could do to help you most in improving Career Education in your school?

Tester's Idenfification ____________

Title ____________

Date ____________

Name of Test ____________

Mark through the answer you think is best for each item in this way:
EXAMPLE: A ~~B~~ C D
Mark only one answer to each question.

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D
31. A B C D
32. A B C D
33. A B C D
34. A B C D
35. A B C D
36. A B C D
37. A B C D
38. A B C D
39. A B C D
40. A B C D
41. A B C D
42. A B C D
43. A B C D
44. A B C D
45. A B C D
46. A B C D
47. A B C D
48. A B C D
49. A B C D
50. A B C D

Appendix k

RESULTS OF PRE AND POST ASSESSMENT INSTRUMENTS

PRE-ASSESSMENT % Right Answers	POST-ASSESSMENT % Right Answers	NET INCREASE
	School Board	
81%	89%	8%
	Guidance Counselor	
77%	84%	7%
	Principal	
77%	77%	6%
	Teacher	
71%	83%	11%
	TOTAL AVERAGE INCREASE	8%

Appendix L

Career Education Schedule of Meetings
for 1972-73 School Session
Career Education Curriculum Development Team

Purposes:

1. To discuss the progress being made in implementing Career Education in the target schools.
2. Have teachers and/or students tell of their activities in Career Education.
3. Visit selected classrooms to see Career Education bulletin boards, displays, etc.
4. Have demonstration - Career Education lessons for the team and school board staff.
5. Sharing of general ideas and materials being used.
6. Discuss the progress being made in the field testing of the Career Education Curriculum Guide.

Proposed Meeting Dates

Time: 2:15 P.M.

October 24 - Carencro Elementary

November 7 - Carencro Heights

December 5 - Acadian Elementary

January 9 - Paul Breaux Elementary

February 6 - Carencro High School

March 13 - Carencro Elementary (Carencro High presentation)

April 10 - Carencro Heights (Paul Breaux presentation also)

May 2 - Acadian Elementary (Vocational Center presentation)

May 22 - Vocational Center - end of year progress report

Appendix M

TO: Principals and Career Education Curriculum Leaders

FROM: Career Education Staff

SUBJECT: Monthly Career Education Meetings

DATE: February 28, 1973

As you know the next monthly Career Education Meeting will be hosted by Carencro Elementary on Tuesday, March 13, 1973. This meeting will be an organizational meeting to discuss and share ideas as to what directions should be taken in the last months of the 1972-73 school session.

The general nature of the remaining meetings will be more of brainstorming type sessions to focus on strengths and weaknesses of the program to date. Please give some thought as to what issues or topics we can consider that would be most beneficial to the complete career thrust in your school. Following the March 13th meeting, subsequent ones could be centered around one or two topic areas. For example, some topics could be:

(1) Securing and maintaining maximum faculty-administration support
(2) Field testing of the Lafayette Career Education Curriculum Guide — a critique in preparation for its revision
(3) Major strengths and weaknesses in the Career Education program as it is being implemented in your school
(4) Continuing in-service training or Career Education upgrading in your school
(5) Community involvement in Career Education — resource people, field experiences
(6) Teacher produced and commercial Career Education instructional materials
(7) Evaluating the Career Education program at your school
(8) Securing and maintaining parental understanding and support for Career Education
(9) Dissemination activities - publicizing and sharing highlights of your program
(10) Attaining maximum student interest and involvement in Career Education.
(11) Utilization of guidance services in Career Education

As a reminder the schedule for the remaining Career Education meetings is as follows: April 10 - Carencro Heights; May 2 - Acadian Elementary; and May 22 - Vocational Center.

Appendix N

L.P.C.E.
Monthly Meeting
March 13, 1972

In meeting with Dr. Dan Kratochvil, Career Education Model, Louisiana State Department of Education, on Thursday, March 8, 1973, many areas of our present Career Education Program were discussed. Dr. Kratochvil stated that he felt the Lafayette project was definitely doing more in Career Education than any system that he has seen. This praise is due you for your untiring efforts in adding this new dimension to learning.

We are nearing the end of the school session which means a time of reassessment and evaluation of the work done this year. Much has been accomplished. We know it but we must now make this known to others! There is a need to compile, substantiate, and measure these accomplishments. This will in many cases not be an easy task but it is an essential one.

We need to ask ourselves — "What are teachers doing differently?", "What are students doing differently?","What are they learning?", "What are the teachers' feelings about Career Education?", and "What are the students' feelings?", and "What are they developing?"

As a starting point I would recommend that we carefully screetinize the field testing of the Curriculum Guide. Some points that warrant our consideration are:

1. To what degree are teachers using the Curriculum Guide? Extensively, often, seldom, never
2. What are the strengths and weaknesses of it?
   a) organization b) content
3. What should be added and/or deleted
4. Suggestions for improvement

Let us try to "pull together" in writing samples of the many fine things happening in your school. The Curriculum Guide was intended as a compilation of suggestions that the teacher could use to begin incorporating the career theme in the different subject areas and grade levels. Now that approximately 70% of the school session is behind us we are in a position to say "what is" and "what was" rather than what is planned to occur.

You many not fully realize it but much valuable information can be gleaned from your experiences this year. We need your input as to what worked and what did not. These samples we could put together for Career Education Learning Packages and have the best ones printed. For example, one could take one subconcept and tell exactly how this was handled --

1. How long did it take to cover (introduce, cover, evaluate, culminate)
2. Did you use all, some, or none of the suggested activities? Why or why not?

3. Did you use resources other than the ones outlined in the Curriculum Guide? Explain. What do you think of the ones suggested?
4. How did you evaluate this activity? What were the results in terms of student outcomes?
5. Provide samples of handouts or teacher-produced materials.
6. Show samples of the students' work.
7. Do you have pictures, tapes, tools, etc. used in this activity?
8. How would you handle this activity next year?
9. What are the opinions of students concerning various career activities?

This information will be an invaluable input for refining the present Curriculum Guide.

Another very crucial point is that even though the guide did not cover every area of the curriculum, many teachers in these areas are providing career learning experiences. For example, some of the following areas are actively engaged in Career Education although the Curriculum Guide has little if anything on these areas:

1. Guidance and counseling - testing and resource role, etc.
2. Home Economics
3. Physical Education
4. Librarian role - resource and enrichment center
5. Industrial Arts
6. Art
7. Music
8. Special Education

Learning packages could cover the procedures used in your school to handle particular facets of the career implementation process. For example:

1. Securing and maintaining maximum faculty-administration support
2. Continuing in-service training or Career Education upgrading in your school
3. Community involvement in Career Education -- resource people, field experiences
4. Teacher produced and commercial Career Education instructional materials
5. Evaluating the Career Education program at your school
6. Securing and maintaining parental understanding and support for Career Education
7. Dissemination activities - publicizing and sharing highlights of your program
8. Attaining maximum student interest and involvement in Career Education
9. Bulletin boards, displays
10. Occupacks
11. Interdepartmental and intersubject area planning
12. Reporting and sharing career experiences on an intraschool and interschool basis
13. Any particular area that you feel is doing something innovative
14. Field experiences

What do you feel we should concentrate on now?

Appendix O

Career Education Interview
March 23, 1973

(Questions for Paul Melancon)

1. Paul, with just a few months before graduation, what type of advice would you give seniors as to how to prepare themselves to land that first full-time job?

   (references, school record, job hunting skills)

2. What types of jobs or job areas do you feel a high school graduate could qualify for? Which ones are in demand?

   (carpentry, plumbing, sales, electricity, electronics students possessing entry-level skills)

3. a) What are some of the manpower needs in the Lafayette area that require further training but less than a 4 year baccalaureate degree?

   (inhalation therapist, OR techs, computer programmers)

   b) Where is training for these positions available?

   (Lourdes, etc., T. H. Harris, etc.)

4. Are there job areas in Lafayette that have surplus applicants (filled) that you would warn graduates about pursuing? Either with further training or new.

   (teachers in some areas, not others, some areas of engineering (petro))

5. a) What about part-time jobs for those wanting to further their education or those still in high school? What can one do now in preparation? Where, what areas, are they usually available?

(look now, let people know, job skills; sales-department stores, short order restaurants, recreation-pools, county clubs, motels)

b) Where can one go for assistance?

6. When is the best time to start looking for a job?

7. What is the unemployment outlook for the young job seekers (16-21)? Why?

(higher than regular, etc.)

8. Paul, this may be out of your field, but could you tell us where a student wanting to continue his education could go for financial assistance?

(loans, scholarships, rehab.)

9. In your experiences with the unemployed, do you find common characteristics or qualities of those that have difficulty in getting and holding a job?

(attitudes, skills, racial, appearance, etc.)

Appendix P

LAFAYETTE PARISH CAREER EDUCATION STUDENT SURVEY
Form A

School ____________________________
Grade ____________

Male _______
Female _____
Race _______

INSTRUCTIONS: Please read each question carefully, then circle the answer of your choice. You need not sign your name.

1. In the school last year, how many field trips did your class take?

   None
   1
   2
   3
   4
   5
   More than 5

2. In school last year, how many people visited your classroom to talk about the kind of work they do? For example, a scientist, athlete, businessman, or mechanic.

   None
   1
   2
   3
   4
   5
   More than 5

3. Would you like to take more field trips?

   Yes
   No
   Undecided

4. What is it that you like most about field trips?

   Getting out of class
   Seeing people work
   Learning about real things
   Nothing (I don't enjoy field trips)
   It is interesting

5. Did your class talk about the things you would see before going on the trip?

No
A little
Some
A lot

6. Was the field trip discussed after returning to class the next day or so?

Yes
No
Undecided

7. I am too young to think about what I want to do when I grow up.

Yes
No
Undecided

8. Students should be taught about jobs in elementary school.

Yes
No
Undecided

9. Most girls will never get a job.

Yes
No
Undecided

10. School would be more interesting if we had visitors to tell us about their jobs.

Yes
No
Undecided

11. Working and helping at home will help me when I grow up.

Yes
No
Undecided

12. My parents tell me about their jobs.

Yes
No
Undecided

13. I enjoy work.

All work
Some work
None

14. Teachers tell us a lot about jobs.

Yes
No
Undecided

15. People who are going to college don't have to think about jobs until they get to college.

Yes
No
Undecided

16. Teachers know a lot about jobs besides teaching.

Yes
No
Undecided

17. Learning about jobs in school is just as important as learning other things.

Yes
No
Undecided

18. If a boy's father is a policeman, the boy will probably be a policeman also.

Yes
No
Undecided

LAFAYETTE PARISH CAREER EDUCATION STUDENT SURVEY
Form B

School______________________________
Grade________________

Male________
Female______
Race________

INSTRUCTIONS: Please read each question carefully, then circle the answer of your choice. You need not sign your name.

1. What type of courses are you taking or plan to take in high school?

    General Education
    Vocational Education
    College Preparatory
    Uncertain

2. What was your final grade last year in English and Mathematics?

English	Mathematics
A	A
B	B
C	C
D	D
F	F

3. During last school year, how many field trips did you take to observe work being performed? For example, manufacturing plant, bank, or department store.

    None
    1
    2
    3
    4
    5
    More than 5

4. During last school year, how many people visited your classroom to talk about their jobs and the kind of work they do? For example, a businessman, mechanic, dietician, or lawyer.

   None
   1
   2
   3
   4
   5
   More than 5

5. Do you plan to finish high school?

   Yes
   No
   Uncertain

6. What are your plans after high school?

   Join the Armed Forces
   Get a Job
   Go to Business or Trade School
   Go to College
   Uncertain

7. Have you:

   Begun to think about a career?
   Considered several career possibilities?
   Selected a career?
   Have not thought about a career

8. Number, in order of importance, the three most important things you would look for in a career.

   Leisure time
   Challenge
   Social status/prestige
   Money
   Security
   Fringe benefits
   Amount of training/education-requirements
   Advancement opportunities
   Chance for creativity
   Social service
   Degree of responsibility

9. During last school year, how many times did you talk to a guidance counselor about what kind of work you could do while in school or after graduation from high school or college?

   0
   1
   2
   3
   More than 3 times
   No guidance counselor

10. During last school year, how many times did you talk to a teacher about what kind of work you could do while in school or after graduation from high school or college?

   0
   1
   2
   3
   More than 3 times

11. During last school year, how many times did you talk to your mother, father, or another adult in your household about what kind of work you could do while in school or after graduation from high school or college?

   0
   1
   2
   3
   More than 3 times

12. How many different types of paying or non-paying jobs have you had during the summer?

Paying	Non-paying
None	None
1	1
2	2
3	3
More than 3	More than 3

13. How many different types of paying and non-paying jobs have you had during the summer?

Paying	Non-paying
None	None
1	1
2	2
3	3
More than 3	More than 3

14. How many different types of social service/volunteer jobs have you had either during the school year or during the summer? For example, candystriper at a hospital, selling Christmas trees for the Optimist Club, etc.

None
1
2
3
More than 3

15. Is the head of your family a male or female? (The head of a family is often the father, but is could be the mother or someone like a grandmother.)

Male
Female

16. How far in school did the head of your family go?

Grade 6 or less
Grade 7-9
Grade 10-11
Grade 12
College (but did not graduate)
College graduate
Uncertain

17. Most people finish high school not knowing what kind of career they prefer.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

18. Students should be told about different jobs and job requirements during the study of every subject in every grade.

Strongly Agree
Agree
No opinion
Disagree
Strongly Disagree

19. Career Education is another name for Vocational Education.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

20. Elementary school is too early for a student to start thinking about career possibilities.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

21. Career education will be of greater long term value to boys than to girls.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

22. A student's choice of career can be changed by career education in school.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

23. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

24. Visits from scientists would create more interest in a science class.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

25. Good high schools have a high percentage of students who go to college.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

26. Every student should graduate from high school with a salable skill he can use on a job.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

27. Students going on to college should not make their career plans while in high school.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

28. Every high school graduate should be qualified for either further education or immediate employment.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

29. There are areas in the school program more important than career education that need our time, money, and effort.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

30. An effective program of career education would lower the school dropout rate.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

31. Most high school graduates are not prepared to enter the business world.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

32. The present high school vocational education courses teach students enough about the owrld of work.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

33. Elementary school students should have workmen, such as postmen, mechanics, and electricians, coming to school to talk about their jobs.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

34. Courses such as art and music would be damaged by including information about job possibilities in those fields.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

35. If schools were career-oriented, they would be useful to more students.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

36. State and Federal governments should pay the full cost of career education.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

37. Our local community should pay for career education if the State and Federal governments cannot.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

38. Foreign language teachers should teach about careers in their classes.

    Strongly Agree
    Agree
    No Opinion
    Disagree
    Strongly Disagree

39. The quality of education would be raised by an emphasis on jobs and work.

    Strongly Agree
    Agree
    No Opinion
    Disagree
    Strongly Disagree

40. I know something about the Career Education program.

    True
    False
    Don't Know

41. The Career Education program will help students make realistic career choices.

    True
    False
    Don't

LAFAYETTE PARISH CAREER EDUCATION PARENT SURVEY
Form C

Male ________
Female ________
Race ________

INSTRAUCTIONS: Please read each question carefully, then circle the answer of your choice. You need not sign your name.

1. Who is completing this form?

    Mother
    [✓ Father]
    Mother and Father together
    Adult male other than father
    Adult female other than mother
    Other (Please specify) ________________________________

2. How far in school did you go?

    Grade 6 or less
    Grade 7-9
    Grade 10-11
    Grade 12
    College (but not graduate)
    College graduate

3. How many children do you have?

    None
    1
    2
    3
    4
    6
    More than 5

4. What was your total family income from all sources (wages of all family members, social security, pensions, bonuses, overtime, etc.) in 1971?

    $5,000 or less
    $5,000-6,999
    $7,000-8,999
    $9,000-11,999
    $12,000-14,999
    $15,000-19,999
    $20,000 or more

5. Have nay of your children left school before graduating from high school?

Yes
No

6. Answer the following questions for your oldest school age child in the grades given below.

a. Grade
4
5
6
7
8
9
10
11
12

b. Sex
Male
Female

c. What are your hopes for this child? (You may circle more than one response.)

Marriage
Join the Armed Forces
Travel
Get a Job
Go to a business or trade school
Go to a 2-year college
Go to a 4-year college
Other (Please specify) ______________________________
Uncertain

d. With whom have you discussed career plans for this child? (You may circle more than one response.)

Child
Another Parent
Teacher
Guidance Counselor
Vocational Counselor
Other school staff
Friends
Representatives of various careers
Other children
Other (Please specify) ______________________________
No one

7. Most people finish high school not knowing what kind of career they prefer.

   Strongly Agree
   Agree
   No Opinion
   Disagree
   Strongly Disagree

8. Students should be told about different jobs and job requirements during the study of every subject in every grade.

   Strongly Agree
   Agree
   No Opinion
   Disagree
   Strongly Disagree

9. Elementary school is too early for a student to start thinking about career possibilities.

   Strongly Agree
   Agree
   No Opinion
   Disagree
   Strongly Disagree

10. You don't need a college degree to be a success.

    Strongly Agree
    Agree
    No Opinion
    Disagree
    Strongly Disagree

11. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.

    Strongly Agree
    Agree
    No Opinion
    Disagree
    Strongly Disagree

12. Visits from industrial chemists would create more interest in a chemistry class.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

13. Good high schools have a high percentage of students who go to college.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

14. Every student should graduate from high school with a salable skill he can use on a job.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

15. Students going on to college should not make their career plans while in school.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

16. Every high school graduate should be qualified for either further education or immediate employment.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

17. A high school student should receive credit toward graduation for work, with or without pay, to gain work experience in the field of his career choice.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

18. Elementary school would be better if centered around the world of work.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

19. There are areas in the school program more important than career education that need our time, money, and effort.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

20. An effective program of career education would lower the school dropout rate.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

21. Most high school graduates are not prepared to enter the business world.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

22. Elementary school students should have workmen, such as postmen, mechanics, and electricians, coming to school to talk about their jobs.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

23. Courses such as art and music would be damaged by including information about job possibilities in those fields.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

24. If schools were career-oriented, they would be useful to more students.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

25. Most local business and professional people would help with a career program in the schools.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

26. Career education will cost money but will be a saving for society because of an increase in employment.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

27. State and Federal governments should pay the full cost of career education.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

28. Our local community should pay for career education if the State and Federal governments cannot.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

29. Local residents would be eager to visit schools to talk to students about their jobs.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

30. Students who are good in history should be told about jobs in this field.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

31. Foreign language teachers should teach about careers in their classes.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

32. As part of the high school program, students should be allowed to leave school during the day to work.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

33. Students should be permitted to miss regular classes in order to go on a field trip with another class.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

34. The quality of education would be raised by an emphasis on jobs and work.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

Appendix Q

The students surveyed are 8,9, and 10th grade boys from Paul Breaux, Lafayette High School, and Northside High School. These classes are supposedly representative of a cross-section of the student population. A study of their records does indicate that a disportionate share could be classified as "problem students" — disciplinary records, high absenteeism, achieving below their chronological age, and many coming from broken homes.

The purpose of this pilot program is to provide selected 8,9, and 10th grade students the opportunity to explore six occupational clusters that have unmet manpower needs. These occupations are not necessarily the prestige-type that naturally draws an oversupply of entrants. Therefore, the instillment of an appreciation of the importance of these trades and the personal happiness and economic security attainable for one who prepares and performs well at these occupations were attudinal goals of this program.

Actual on-the-job observation and basic hands-on experiences correlated with classroom instruction by experienced trade resource people and a teacher-coordinator are used in exploring the following occupational areas: drafting and blueprint reading; printing; electrical trades; masonry and plastering; sheet metal; plumbing; refrigeration and heating.

This instrument should have been administered in September in order to provide a true preassessment. The writer was still confident at the beginning of this school session that such a prepared instrument could be found. Plans are to re-administer this instrument again at the end of the school year as a postassessment.

Selected results of the survey are provided and copies of each survey are attached for your examination. Even though the group sampled was not large in number, the writer feels it is indicative of what will be found when it is administered to a larger sampling of the student population.

When asked what type of courses they are taking or plan to take in high school, the largest percentage (48%) chose vocational education while 20% chose college preparatory. Twenty two (22%) planned to enter business or vocational schools upon graduation, while 24% plan to join the work force, 26% go to college, 8% join the Armed Forces, and 18% uncertain. Suprisingly, these statistics are more realistically in line with education requirements needed to meet projected manpower needs than is usually found to be the case.

Students were asked how many field trips they had taken last school year to observe work being performed. It was found that 55% has taken none, 31% only one, and very few had taken more than one. In response to the question regarding how many people visited their class to talk about their jobs and the kind of work they do, the highest percentage (20%) had none, 16% had one, and 14% had two.

Twenty-two per cent stated that they had selected a career, 18% had not thought about a career, while approximately 58% had either begun to think about career possibilities or were considering several career possibilities. This appears to be a good indication that some of the career education goals are being realized already in the third six-weeks period.

Given eleven choices, students were asked to number, in order of importance, the three most important things they would look for in a career. The highest percentage chose money (16%) with leisure time being a close second (15%). The other options available, which few chose as first choices, were: social service, challenge, degree of responsibility, chance for creativity, advancement opportunities, security, amount of training/education requirements, fringe benefits, social status/prestige.

When asked how many times they had talked to a teacher, guidance counselor, or their parents about the kind of work they could do either while in school or after graduation, the responses indicated a need for more emphasis on this area in school. Concerning guidance counselors, 61% did not have one last year, and of the ones that did, the majority (28%) never discussed work with him. Further, the large majority (71%) of the respondents, never talked to a teacher about work. Somewhat more encouraging though was the 51% that did talk to their parents more than three times last year concerning work; 24% had not discussed work at all with their parents.

As to whether the respondents had had some type of part-time work experience, a little over 80% had held one or more part-time jobs for pay. The majority (57%) had not had any time of social service/volunteer type job though.

The majority of the students (62% with 16% undecided) did not feel that elementary school was too early to start thinking about career possibilities. Further, most agreed that (14% disagreeing) a student's choice of career can be changed by career education.

Students strongly agreed that resource people in jobs related to each subject area should be brought into the class and that job possibilities in or related to each subject area should be stressed. It was the overwhelming feeling that this would make courses more interesting and relevant.

It was disturbing to find that only 2% disagreed with the statement that Career education is another name for vocational education. Also, only 16% disagreed with the statement that good high schools have a high percentage of students who go to college.

On the parent survey, 40% were completed by the mother, 25% by the father, and 35% were completed by both. Fifteen percent were college graduates, while thirty percent had not finished high school.

Thirty-five percent of the parents responding stated they wanted their child to go to college. As mentioned earlier, only 20% of the students were pursuing a college preparatory curriculum, and 26% planned to enter college. In the student survey only 28% disagreed with the statement that one can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation. Yet, on this same statement only 15% of the parents agreed.

All parents answering the survey felt that most people finish high school not knowing what kind of career they prefer. Also, all parents agreed that every high school graduate should be qualified for either further education or immediate employment.

Only 5% disagreed with the statement that students should be told about different jobs and job requirements during the study of every subject in every grade.

Parents, as in the case of the students, agreed strongly (only 5%

disagreeing) that good high schools have a high percentage of students who go to college.

In response to the statement that workmen, such as postmen, mechanics, and electricians, should come to school to talk about their jobs, a mere 2% disagreed. Also, only 10% disagreed with the statement that if school were career-oriented, they would be useful to more students. The quality of education would be raised by an emphasis on jobs and work had only 5% disagreeing.

Parents also strongly endorsed (90%) the career education concept that every student should graduate from high school with a salable skill he can use on a job. Dissatisfaction with present results is indicated in that only 15% disagreed with the statement that most high school graduates are not prepared to enter the business world.

Parents strongly supported the need for work experience as evidenced in response to the statement that a high school student should receive credit toward graduation for work, with or without pay, to gain work experience in the field of his career choice. Also, only 5% did not feel that an effective program of career education would lower the school dropout rate.

Parents, as students, strongly agreed that resource people in jobs related to each subject area should be brought into the class and that job possibilities in or related to each subject area should be stressed. It was the feeling that this would make courses more interesting and relevant.

Overall, the parents strongly supported the concepts of career education. The statement that career education will cost money but will be a saving for society because of an increase in employed met only 5% disagreement. Also, only 15% did not feel that the local community should pay for career education if the State and Federal governments did not.

If career education is successful in meeting its goals, the preassessment instrument that will be administered at the end of this school year should indicate positive changes in attitudes.

Appendix R

CAREER EDUCATION TEACHER REPORT

SCHOOL______________________________ DATE________________

TEACHER'S NAME___________________________ GRADE________________

Career Education related activities engaged in during the past month:

Date	Activity (described briefly)
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____

Appendix S

CAREER EDUCATION MONTHLY REPORT

________________SCHOOL DATE________________

ACTIVITIES ENGAGED IN FOR THE MONTH OF ________________

____
SIGNATURE OF PERSON COMPLETING FORM

SPEAKERS	DATE	SUBJECT RELATED ACTIVITIES

FIELD EXPERIENCES	CAREER EDUCATION BULLETIN BOARDS/DISPLAYS

OTHER ACTIVITIES:

____

PRINCIPAL

Appendix T

PRE-EMPLOYMENT TEST

PRE-EMPLOYMENT TRAINING CLASSES FOR EXITING SENIORS

Conducted by Career Education Staff

ATTENTION STUDENTS:

This test will not affect your grade average or academic standing in any way. The purpose of this test is to help determine how much you know concerning finding a job, applying for the job, the interview, etc. This will enable us to better prepare our presentations and to direct our efforts where you most need help. Your answers are going to be kept in the strictest confidence.

I. True or False Questions: If the statement is true, place a "+" in the blank provided at the left. If the statement is false or if any part of the statement is false, place an "o" in the blank. Read each question carefully!

_____1. On a job interview one should claim work experience and not the lack of it.
_____2. One should always address people by name in a polite manner.
_____3. A favorable initial impression is most important on a job interview.
_____4. A common oversight in personal grooming are fingernails and shoes.
_____5. In shaking hands the younger person should extend his hand first.
_____6. One should wait to be invited to sit and then acknowledge the invitation.
_____7. It is bad practice to smile during an interview.
_____8. Most people lose jobs not from inability or incompetence but rather from the inability to get along with people.
_____9. Job hunting is a skill that cannot be learned; you are born with it.
____10. A person spends more of his waking hours at work than in any other activity.
____11. A person's job has no great bearing in determining where a person will live.
____12. Certain jobs have requirements in regard to a person's physical size.
____13. Personality is much more important than knowledge in success on the job.
____14. Education requirements include only what you have learned in school.
____15. One s personality was formed during childhood. It cannot be changed to fit the job.
____16. Once a person enters the adolescence stage, his physical abilities have been formed and cannot be changed.

_____17. A person's mental abilities can be changed by study and hard work.

_____18. A person's education and training ends once he finishes school and becomes established in a job.

_____19. A skill is remembered and retained only as long as it is used.

_____20. There are several different routes a person may follow in reaching his goal of finding a job such as: telephoning, letters of application and personal visits.

_____21. When using the telephone to inquire about a job, there is no special time to call as long as the call is placed during working hours.

_____22. When inquiring about a job over the telephone, it is acceptable to ask how much a job pays.

_____23. Many employers judge a would be employee by considering the handwriting in his letter.

_____24. A person should bring to the interview notes or lists of information concerning himself.

_____25. While the employer is talking, you should ask your questions as you think of them so as not to forget them.

_____26. It may be wise, after several days, to follow up an interview with a telephone call to find out if any progress is being made or if any additional information is needed.

_____27. Choosing a career is one, if not the most important decision a person makes in his life.

_____28. Applications should be filled out in script with a well-sharpened pencil.

_____29. College graduates always earn more money than non-college graduates.

_____30. The unemployment rate of students without vocational training is more than four times that of students with vocational training.

_____31. Hobbies and interests often lead to jobs.

_____32. Money is the most important factor in considering a job.

_____33. A resume' is the same thing as an application.

_____34. One should not accept constructive criticism from the employer.

_____35. Good etiquette shows that you respect yourself and others.

_____36. Self-confidence cannot be developed.

_____37. One can learn from failure.

_____38. The most skilled person always gets the job sought after.

_____39. A personal photography should be attached to all job applications.

_____40. Use only well-educated prominent people for personal references. This saves you the time of asking permission to use his name.

II. Multiple Choice: Choose the correct answer and place it in the blank provided at the left.

_____1. When a person is being interviewed for a job, he should
- A) walk in and sit down
- B) extend his hand to the interviewer
- C) wait until the employer invites him to sit down

_____2. During a job interview a person should
- A) always promise more than he can deliver
- B) giggle or laugh a lot
- C) speak directly and clearly
- D) not speak at all

_____3. In a rigid dictatorship a person is
A) assigned to a job
B) generally placed in the job his father does
C) allowed to apply for any job

_____4. What might help you in a job interview?
A) being neatly dressed
B) being active in school service
C) addressing the interviewer by his name
D) all of the above

_____5. The key step in getting a job is the
A) telephone conversation
B) letter of application
C) application form
D) interview
E) all of the above

_____6. During his lifetime, the average person will spend over _____ hours on his job
A) 25,000
B) 50,000
C) 75,000
D) 100,000

_____7. In preparing for a job, we must fully understand its
A) physical demands
B) skill requirements
C) education requirements
D) all of the above

_____8. Which of the following qualifications are most important in a good worker?
A) punctuality and reliability
B) initiative and loyalty
C) polite, and mature attitude
D) good taste in dress and grooming
E) all of the above

_____9. Who is likely to make a favorable impression on others?
A) a person who is clean and not neat
B) a person who is neat but not clean
C) both
D) neither

_____10. The most important factor to consider in choosing a job is
A) amount of vacation
B) pay
C) your interest and ability for the job
D) what your parents and friends think of the job

______6. In preparing for a job, we must fully understand the
A) physical demands
B) skill requirements
C) education requirements
D) all of the above

______7. Who is likely to make a favorable impression on others?
A) a person who is clean and not neat
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D) what your parents and friends think of the job

______9. During his lifetime, the average person will spend over ______ hours on his job
A) 25,000
B) 50,000
C) 75,000
D) 100,000

_____10. Which of the following qualifications are most important in a good worker?
A) initiative and loyality
B) punctuality and reliability
C) polite, mature attitude
D) good taste in dress and grooming
E) all of the above

Appendix U

POST-EMPLOYMENT TEST

POST-EMPLOYMENT TRAINING CLASSES FOR EXITING SENIORS

Conducted by Career Education Staff

I. True or False Questions: If the statement is true, place a "+ in the blank provided at the left. If the statement is false or if any part of the statement is false, place an "o" in the blank. Read each question carefully!

______1. Once a person enters the adolescence stage, his physical abilities have been formed and cannot be changed.
______2. A common oversight in personal grooming are fingernails and shoes.
______3. When using the telephone to inquire about a job, there is no special time to call as long as the call is placed during working hours.
______4. It is bad practice to smile during an interview.
______5. On a job interview, one should claim work experience and not the lack of it.
______6. A skill is remembered and retained only as long as it is used.
______7. Personality is much more important than knowledge in success on the job.
______8. A person spends more of his waking hours at work than in any other activity.
______9. In shaking hands the younger person should extend his hand first.
_____10. There are several different routes a person may follow in reaching his goal of finding a job such as: telephoning, letters of application and personal visits.
_____11. A person's education and training ends once he finishes school and becomes established in a job.
_____12. A person's job has no great bearing in determining where a person will live.
_____13. One's personality was formed during childhood. It cannot be changed to fit the job.
_____14. One should wait to be invited to sit and then acknowledge the invitation.
_____15. When inquiring about a job over the telephone, it is acceptable to ask how much a job pays.
_____16. One should always address people by name in a polite manner.
_____17. Job hunting is a skill that cannot be learned; you are born with it.
_____18. A favorable initial impression is most important on a job interview.
_____19. A person's mental abilities can be changed by study and hard work.
_____20. Most people lose jobs not from inability or incompetence but rather from the inability to get along with people.
_____21. Certain jobs have requirements in regard to a person's physical size.
_____22. Education requirements include only what you have learned in school.
_____23. A person should bring to the interview notes or lists of information concerning himself.

______24. Self-confidence cannot be developed.
______25. Use only well-educated prominent people for personal references. This saves you the time of asking permission to use his name.
______26. A resume' is the same thing as an application.
______27. Applications should be filled out in script with a well-sharpened pencil.
______28. The most skilled person always gets the job sought after.
______29. A personal photograph should be attached to all job applications.
______30. Hobbies and interests often lead to jobs.
______31. While the employer is talking, you should ask your questions as you think of them so as not to forget them.
______32. College graduates always earn more money than non-college graduates.
______33. Choosing a career is one, if not the most important decision a person makes in his life.
______34. Many employers judge a would be employee by considering the handwriting in his letter.
______35. Money is the most important factor in considering a job.
______36. One should not accept constructive criticism from his employer.
______37. It may be wise, after several days, to follow up an interview with a telephone call to find out if any progress is being made or if any additional information is needed.
______38. Good etiquette shows that you respect yourself and others.
______39. One can learn from failure.
______40. The unemployment rate of students without vocational training is more than four times that of students with

II. Multiple Choice: Choose the correct answer and place it in the blank provided at the left.

______1. In a rigid dictatorship, a person is
A) assigned to a job
B) generally placed in the job his father does
C) allowed to apply for any job

______2. During a job interview, a person should
A) always promise more than he can deliver
B) giggle or laugh a lot
C) not speak at all

______3. What might help you in a job interview?
A) being neatly dressed
B) being active in school service
C) addressing the interviewer by his name
D) all of the above

______4. When a person is being interviewed for a job, he should
A) walk in and sit down
B) extend his hand to the interviewer
C) wait until the employer invites him to sit down

______5. The key step in getting a job is the
A) telephone conversation
B) letter of application
C) application form
D) interview
E) all of the above

Appendix V

Lafayette Parish School Board
VOCATIONAL CENTER

Student Opinion Survey

NAME: ______________________ HIGH SCHOOL: ______________

SEX: ☐ Male ☐ Female AGE: ______ RACE: ☐ White ☐ Black

PARENT'S NAME: ______________________

MARITAL STATUS: ☐ Married ☐ Separated ☐ Divorced

OCCUPATION: (Father) ______________ (Mother) ______________

HIGHEST GRADE COMPLETED: (Father) 1-2-3-4-5-6-7-8-9-10-11-12 College ______
(Please circle) (Number of years)
(Mother) 1-2-3-4-5-6-7-8-9-10-11-12 College ______

INCOME: ☐ 3000 or below ☐ 3000-5000 ☐ 5000-7000 ☐ 7000-10000 ☐ over 10000

NUMBER OF DEPENDENTS ______________ WELFARE: ☐ Yes ☐ No

ANY PHYSICAL IMPAIRMENTS: ☐ Yes ☐ No EXPLAIN: ______________

____

SPECIAL SERVICES: ☐ Yes ☐ No EXPLAIN: ______________

____

VOCATIONAL COURSES TAKEN: 12th Grade ______________ ______________

11th Grade ______________ ______________

Pre-vocational (as Ind. Arts, Business Educ., Home Economics) 10th Grade ______________ ______________

9th Grade ______________ ______________

WHAT ARE YOUR PLANS UPON GRADUATION? WHERE? (be as specific as you possibly can)

- ☐ Work ______________
- ☐ Trade School ______________
- ☐ College ______________
- ☐ Service ______________
- ☐ Other Explain: ______________

NAME AND ADDRESS OF A PERSON THAT WILL ALWAYS KNOW YOUR WHEREABOUTS.

NAME ______________, RELATIONSHIP ______________

ADDRESS ______________

PHONE NUMBER ______________

IS THERE SOMETHING WE CAN DO TO ASSIST YOU IN YOUR PLANS? (Guidance information on schools, jobs, and etc.) ______________________________

____

WHEN DID YOU DECIDE TO TAKE VOCATIONAL CENTER COURSES?

Grade Level:
☐ Lower Elementary School (1-4)
☐ Upper Elementary School (5-8)
☐ 9th Grade
☐ 10th Grade
☐ 11th Grade
☐ 12th Grade

WHO RECOMMENDED THE VOCATIONAL CENTER TO YOU? (The person who played the largest role in helping you make your decision to come to the Vocational Center)

☐ Parents
☐ Teacher
☐ Guidance Counselor
☐ Friend
☐ Principal
☐ Other ______________________________

WHAT DID YOU GAIN FROM THE CENTER THAT YOU FEEL WILL HELP YOU THE MOST? ____________

____

THE LEAST ______________________________

____

SUGGESTIONS FOR IMPROVEMENT OF THE CENTER FOR NEXT YEAR (be frank and specific - - - this is confidential information)

____

____

____

Appendix W

STUDENT CAREER FORM

SCHOOL ____

NAME ____________________ SOCIAL SECURITY NO. ________________

ADDRESS ____

SEX ____ AGE ____ WEIGHT ____ RACE ____ HEIGHT ____ TELEPHONE ________

DATE OF BIRTH ______________ PLACE OF BIRTH __________________

PHYSICAL CONDITION ____________ EXPLAIN __________________

FATHER'S NAME ________________ ADDRESS __________________

EDUCATION(HIGHEST GRADE COMPLETED) ____________________

OCCUPATION ________________ EMPLOYER __________________

BUSINESS PHONE ______________

MOTHER'S NAME ________________ ADDRESS __________________

EDUCATION(HIGHEST GRADE COMPLETED) ____________________

OCCUPATION ________________ EMPLOYER __________________

BUSINESS TELEPHONE ______________

GRADE AVERAGE ________________

WHAT DO YOU PLAN TO DO AFTER YOU GRADUATE FROM HIGH SCHOOL?(BE SPECIFIC IF YOU CAN) ______________________________

IN WHAT EXTRA-CURRICULAR ACTIVITIES HAVE YOU TAKEN PART? ____________

____

TIMES TARDY THIS YEAR __________ REASONS __________________

TIMES ABSENT THIS YEAR __________ REASONS __________________

HAVE YOU EVER HAD ANY DISCIPLINARY PROBLEMS? ________ IF YES, EXPLAIN

____

DO YOU PLAN TO GO TO COLLEGE? ________ VOCATIONAL SCHOOL? ________

IF YOU ARE INTERESTED IN SECURING A JOB PLEASE LIST THE FIRST THREE CHOICES AS TO TYPE OF WORK DESIRED. FOR EXAMPLE, CARPENTRY, ELECTRICITY, SALES, FOOD SERVICES, ETC.

1. ______________________________

2. ______________________________

3. ______________________________

VOCATIONAL SKILL COURSES COMPLETED:
(FOR EXAMPLE, TYPING, ELECTRONICS, ELECTRICITY, PLUMBING, CABINET MAKING, ETC.)

SUBJECT	GRADE	TEACHER

APPLICANT'S WORK EXPERIENCES:

EMPLOYED BY	TYPE OF WORK	DATES WORKED

REFERENCES: (OTHER THAN TEACHERS AND RELATIVES)

NAME	ADDRESS	PHONE NUMBER

Appendix X

SELECTED RESULTS OF STUDENT OPINION SURVEY

LOW INCOME OR WELFARE FAMILIES: 37%

WHEN DID YOU DECIDE TO TAKE VOCATIONAL CENTER COURSES?

Grade Level:	Upper Elementary School (5-8)	- 6%
	9th Grade	- 13%
	10th Grade	- 16%
	11th Grade	- 50%
	12th Grade	- 15%

WHO RECOMMENDED THE VOCATIONAL CENTER TO YOU?

Parents:	6%
Teacher:	33%
Guidance Counselor:	30%
Friend:	13%
Principal:	1%
Other:	17%

WHAT ARE YOUR PLANS UPON GRADUATION?

Work:	43%
Trade School:	13%
College:	33%
Service:	5%

Appendix Y

INTEREST SURVEY FORM

Please check the area(s) of interest.

C.O.E. ____________

D.E. ____________

FOOD SERVICE ____________

CHILD CARE ____________

CABINET MAKING ____________

ELECTRICITY-ELECTRONICS ____________

PLUMBING ____________

DRAFTING ____________

CARPENTRY ____________

CAREER EDUCATION ____________

VOCATIONAL ORIENTATION ____________

REMARKS: ____

____

____

____

____

____

NAME ____________________________

ADDRESS ____________________________

PHONE NUMBER ____________________________

Appendix Z

SLIDE - TAPE PRESENTATION

CAREER EDUCATION

A nationwide reform movement is taking place in education —— Career Education. Career Education addresses itself to turning around unwanted trends in education —— an all too high dropout rate, rising absenteeism, sub-par performances in the 3 R's, and most importantly —— students leaving school not prepared for anything and they know it. This disenchantment of school youth often leads to problems out of school —— crime, drugs, vandalism, unemployment and underemployment.

This complex of problems overflows, at times, out of the realm of the school. But, a new focus in education can add meaning and direction to the lives of our youth. By focusing all learning around the career development theme, students can see a reason for learning — how what is learned today will be used tomorrow. It's a developmental process beginning in the primary grades with an awreness of self, the multiplicity of careers and continuing through ones productive life in career choice and preparation.

The Lafayette Career Education Program was one of the first two comprehensive K-12 programs funded in Louisiana. Lafayette was charged with the challenging opportunity of researching, developing, and implementing a transportable model program for Louisiana. Due to its comprehensive nature, all school board staff personnel were called together for input into the planning of this program ——; Directors of elementary, secondary, guidance and counseling, and vocational education came together for needs assessment. Identification of problems, conceptualization of the goals of career education, and general procedures were established prior to the initiation of the program.

Immediately upon receipt of the award letter granting funds for the project, a staff of three professionals and a secretary was selected. Ray Miles, Director of Pupil Personnel Services, Administrator; Charles Bonvillain was selected Career Education Coordinator; E.J. Gautreaux was chosen as Guidance Coordinator.

In an effort to ensure a thorough development, the staff decided to approach the challenge in a step-by-step, deliberate manner. To this end, a cluster concept was chosen as the answer. All 37 parish schools were grouped together into clusters —— a cluster being a high school and its middle-elementary feeder school system. The first cluster, Carencro, in the 1972-73 school session, saw 6 schools actively engaged in the development and implementation of career education. The other clusters will see the addition of Northside-Comeaux clusters and selected subject ares of the middle-secondary schools of the Lafayette-Acadiana High clusters in the 193-74 school year. Each cluster is designed to refine and expand career learning experiences. The cluster design should ensure maximum transportability of findings.

The Career Education staff initiated its work in January, 1972, by researching the general philosophy, concepts, and goals of career education. Correspondence with existing and emerging career programs assisted the staff in identifying the more promising approaches. In keeping with one of the basic tenets of the program —

I hear and I forget
I see and I remember
I do and I understand

The staff decided to see programs before setting up its own. Visits to on-going programs in Houston and Dallas, Texas: Baltimore, Maryland: Washington, D.C.: The U.S. Office of Education, and more recently, model programs in Atlanta, and Marietta, Georgia: and Pontiac, Michigan, were carried out. Following these research activities and the valuable input derived from them, the staff set out to develop a model program to meet the needs of Lafayette.

A Career Education Curriculum Development Team, comprised of outstanding teachers, representative of the different grade levels and subject areas, worked with the staff to develop a Career Education Curriculum Guide. A compilation of suggested activities, resources, and evaluation procedures structured around five basic concepts stated in terms of behavioral objectives for a total K-12 program resulted.

Occupational surveys were administered to the Business-Industrial Community; and guidance counselors in a two week in-service workshop performed personal visitations for additional follow-up on non-respondents and for general first-hand exposure to the world of work. Input from these activities formed the basis for an Occupational Resource File which has proved invaluable to counselors and teachers.

Then, a one week in-service training workshop for teachers, counselors, and administrators was conducted to familiarize these educators with the philosophy, goals, concepts, and possible implementation procedures of career education. It was an excited group of educators that left the workshop armed with enthusiasm, understanding, and the new Lafayette Career Education Curriculum Guide. Renewed vigor radiated throughout the group as the pre-career educators saw a possible solution to doing something that would prepare their students for happy, productive lives and at the same time, make their jobs more meaningful and enjoyable.

When the students nervously and excitedly gathered that first day of the 1972-73 school session, a new gleam appeared in the eyes of the teachers as they wondered if the career theme would maintain student interest and motivation throughout the year.

IMPLEMENTATION OF CAREER EDUCATION BEGAN

At the elementary level, activities to make students aware of the many careers one can prepare and qualify for, took place. Discovery of self to balance realistic appraisals of ones strengths and weaknesses with career goals was emphasized. Career educators were not asking young people to choose a career now, but only to begin thinking of the many options available to one who does start preparing now. Students learned that there is dignity in all honest work. They were not enslaved to one book or class. They not only talked, read and heard about the world of work, but went out to observe and talk to people about their work in the community. People with the tools of their trade in hand and work uniforms came into the classroom and, to coin an old phrase, to "show and tell" of their work and how they chose and prepared for it.

Roleplaying activities added a new dimension of thrill to learning experiences as students selected careers, talked to people performing these careers, read about them, and then dressed and told why they selected it.

Career learning experiences is not a separate period or once a week activity but something that is taking place in all subject areas at all grade levels. Students begin to realize how all subjects relate to certain job functions and the careers available in particular course areas.

Math comes alive with action as one can see that the carpenter uses it daily for measurement and planning in construction. Science gains a sense of immediency as the young eighth grader wanting to be a medical technologist sees how what he learns today will be used in the hospital lab tomorrow.

In the middle school career exploration with maximum use of hands-on experiences are being utilized. Students have, hopefully, become aware of the different occupational families and have narrowed their selection to one or two areas. Career exploration in program's like the World of Construction and Lafayette's Pilot Occupational Orientation provide students to experience with hands-on activities the work involved in programs with unmet manpower needs.

At the secondary level, all students continue to explore occupations in subject areas. Hands-on activities play a major role in grades

9-10 where students get the feel of work. Field experiences and resource people are interwoven into class learning.

By the 10th year, students should now be ready to begin preparation for a career. Through the career education process students are prepared to enter into either a college preparatory or vocational curriculum. Either choice does not lock in a student to a specialized area, but rather, he may move from one to the other throughout his educational years ahead. Students may still elect to explore in their 11th and 12th years should they not be ready to make a career choice during the high school years. All of these activities are geared to motivation to act, to think, to choose, and to prepare.

The Lafayette Parish Vocational Center, in its second year of operation, provides the vocational options to students in preparing them for the world of work. Keeping in mind that fewer than 20% of the jobs for the 70's and 80's will require a four year baccalaureate degree. Also, the unemployment rate for 18-24 year olds with vocational training as compared to those without, tells a story —— those with vocational-technical training - 5.2% unemployment: Those without —— 24%! Programs providing entry-level skills are offered to meet manpower needs and student interest. Students may pursue a selected trade or participate in cooperative programs which place them on the job prior to graduation. Through our experiences, specific areas have been identified whereby students can be prepared for immediate job placement upon graduation. In more technical areas, students may move on to post-secondary programs.

A cooperative venture of all programs at the center is the house construction project. Responsibility, team work, planning, cost analysis, sales promotion, and profit, all come alive as each department pitches in to plan an build this house. Motivation, learning, and pride are obvious byproducts.

The total career program has brought changes to the education system of Lafayette. Teachers' attitudes are changing —— the idea that not to go to college is to be a failure is changing; teachers, counselors, and administrators are learning about the world of work, examining heretofore unquestioned materials in light of its relevance to today's society, getting out of the school with their students to observe people at work, bringing workers into the classroom —— in short, their jobs have been made more meaningful and more enjoyable. Guidance counselors are getting out of the office and going into the classroom serving as career resource people and general facilitators of the career process.

Students are excited about seeing a reason for what they learn; being allowed to do things they are interested in doing. A sense of confidence is being developed as they see a course, a direction to take in school and after that, promises to lead to a happy, self-sufficient, productive life. Placement activities for graduating students are geared to ensuring that all have a place —— all have a direction —— for job seekers — the "Why's and How's" of securing employment, development of interpersonal skills, in view of the fact that over half of the people that lose jobs do so not from lack of skills and job knowledge, but from inability to get along and work with others.

THE COMMUNITY

The community has received the program with much interest and is committed to its goals as evidenced by it's involvement. As one eighth grade teacher remarked, "The biggest change I see with the career education program in my teaching, is the cooperation of the community. When I call for a field trip or a resource person, they accept with open arms." She was trying to point out that she had been doing career activities all along and yet, she brought out a very important development —— community involvement.

KVOL Radio of Lafayette has provided public service time weekly for a "Careers on the Air Radio Program" to bring timely, interesting, career information to students and the public.

Career education is here in Lafayette Parish. The benefit is a savings to taxpayers in dollars by providing productive results; but even more important is the savings we cannot measure in dollar signs — preventing the waste of human resources. To quote Lafayette Parish School Superintendent, Harold Gauthe — "This new idea lets the student see how education will relate to his future. Career Education is that future."

Appendix AA

LAFAYETTE PARISH CAREER EDUCATION
March 1973

INSTRUCTIONAL MATERIALS FOR CAREER EDUCATION

A list and explanation of Career Education materials that have been purchased with project funds follows. If you would like to borrow any of these materials please contact the Career office or the school where the material is housed.

The following symbols indicate where the material is located:

Career Education Office	*
Acadian Elementary	**
Carencro Elementary	+
Carencro Heights	++
Carencro High	o
Paul Breaux Elementary	oo

BOWMAR

**THE BEST IN CHILDREN'S LITERATURE - language arts through grade 4
A library of Superb Readings of the Finest Traditional and Contemporary stories for Children. Stories selected and organized by Dr. Walter Loban and Lillian Watkins.
Use these records with the entire class, with small groups, or with individual children.
Teaching suggestions accompany each album to provide stimulus for repeated listening and retelling of stories by children in their own words.
THESE RECORDS(tapes)WILL HELP:
improve children's basic communication skills
increase children's ability to listen and their desire to read
develop oral language skills in the context of superb stories for children
introduce children to the sheer enjoyment of a good story

TAPES IN THIS SERIES:
THE FIVE SENSES
TRANSPORTATION
COMMUNITY HELPERS
THE UNIVERSE AROUND US

**EARLY CHILDHOOD SERIES COMPLETE - language arts through grade 2
Materials for Young Children that Develop a Positive Attitude Toward Themselves, Others, and their Environment, and Provide Rich Opportunities for Language Development
Complete: 30 books, 30 records, 9 study print sets, 3 sound filmstrip sets, teaching suggestions (red and blue guides) with cassette edition of filmstrips
BOOKS- Beautiful 8¼"x 9" hardcover books illustrated with full color photographs of settings from everyday life experiences.
Features: large, easy-to-read type on heavy paper, and controlled vocabulary
RECORDS- through the recordings the children hear again and again the stories from the books, each time making the language more their own.
STUDY PRINTS- The large 16" x 18" full color photographs capture children's experiences and stimulate conversation and study. Flexible teaching suggestions and a short story of two or three sentences are printed on the back of each of the 72 prints.
SOUND FILMSTRIPS- Designed to create a classroom environment in which children learn more about the world around them, develop self-esteem, grow in ability to analyze and clarify ideas, learn to depend on evidence, reason, and judgment in solving problems.
PART 1- ABOUT MYSELF
Beginning to understand oneself as a unique person and to see one's relationship to other persons and to groups.

Electronic Technician, Electro Mechanical Assembler, Environmental Test Technician, Machinist, and Technical Writer

SET 4- MAN HAS WINGS

Describes exciting positions aloft and on the ground in the CIVIL AVIATION INDUSTRY. Air transportation plays an increasingly important role in modern industry and career opportunities are many. Titles included in film: Man Has Wings Overview, Aircraft Engine Mechanic, Pilot Flight Instructor, Air Frame Mechanic, Air Traffic Controller, Passenger Service Agent

SET 5- CABBAGES TO KINGS AND VARIOUS THINGS

Discusses the rewarding careers available in the RETAILING INDUSTRY the vital link between the producer and the consumer. Titles included in the film: Cabbages to Kings Overview, Retail Department Head, Retail Sales Associate, Specialty Retail Sales, Retail Food Clerk, and Credit Counselor

SET 6- THE MONEY TREE

Presents BANKING AND FINANCE, the bedrock of a nation's economy in terms of jobs available to today's youth. Titles included in film: The Money Tree Overview, Real Estate Appraiser, Investment Account Executives, New Account Clerk, Bank Teller, and Decoder Operator

SET 7- JOBS FOR THE NOW GENERATION

Considers WORK-STUDY OPPORTUNITIES and tells where to go, whom to see, what to say to get started in meaningful temporary work leading to permanent employment. Titles included in film: Jobs for the Now Generation Overview, Equipment Rental Assistant, Food Service Assistant, Park and Recreation Assistant, Electric Engineering Assistant, and Real Estate Management Trainee

CHILDREN'S PRESS

+ COME TO WORK WITH US - Grades 1-4

Full-page, full-color photos of children in adult jobs provide an excellent and unusual approach to job awareness education. Each book covers an industry or institution and presents the jobs that are essential to its success. A photograph and a snappy verse are devoted to each occupation . 12 books

I WANT TO BE - Grades K-4

Everyday situations provide the opportunities for job investigation. Each I WANT TO BE BOOK utilizes these situations to present accurate facts about an occupation through a picture story. 54 books

WHAT TO BE - Grades K-3

The verse is catchy. The illustrations are delights. A liberated little girl faces the maze of things she can do when she grows up. Single book. 2 ordered.

COMPUTERS - Grades 5-7

An excellent overview! A short history of computers gives a student a birdseye view of the field. What computers can and cannot do, the binary number system, even a robot truck are here. Illustrated. Single book. 2 copies ordered.

CORONET

++TRAVELING IN AND OUT OF OUR CITY - Primary, Social Studies, or Language Arts

Includes the following titles: The Airport, The Railroad Station, The Bus Station, and The Harbor (avg. 49 frames, 11 min.)

Familiarizes children with the many sights and sounds at public transportation terminals. A visit to an airport, a train ride, a ferry crossing and a bus trip show where the various terminals are located, ticket offices, shops, restaurants, passengers, luggage, lights and whistle signals used to facilitate arrivals and departures. Pupils see the inside of each carrier and the people who operate and maintain them. 4 filmstrips/2 records.

++OUR COMMUNITY UTILITIES - Primary, Intermediate; Social Studies, Science

Includes the following titles: The Telephone, Electricity, Gas, and Water.

Interesting stories point out to youngsters the values of these utilities to the community. Emphasizes the specialized work of telephone linemen, electricians, pipe installers, and plumbers— the men who provide the services and maintenance on a day-to-day operation. (avg. 48 frames, 10 min.) 4 filmstrips/2 records.

CURRICULUM INNOVATIONS, INC.

°°CAREER WORLD - junior and senior high schools

A monthly career publications for students

A Double Issue published every month

features:

- Career World Focus . . . a systematic examination of two career clusters compatible with the plans of the U.S. Office of Education and the Department of Labor
- The Importnat You . . . the guidance feature which helps each student find out about himself and his interests
- Zeroing In . . . information on several specific occupations
- Periscope . . . how current events are shaping future occupations
- Jobs for Students . . . tips for getting part-time jobs while in school
- Q&A. . . answers are given to interesting questions from students
- Offbeat Jobs . . . a humorous look at little-known occupations

45 subscriptions ordered but not received as of February 73

DELTAMEDIA

+ ADVENTURES IN THE WORLD OF CAREERS - Grades K-6

** Authored by Beverly B. Johnson, Ph.D., Director of the Center for Occupational Information in Atlanta, GA, illustrated with lively, appealing, and colorful child-oriented pictures and graphics, this series will help elementary teachers be a part of the main thrust of the new movement in career education by

- Instilling healthy work concepts from kindergarten up
- Exploring the wide world of career opportunities
- Stressing the importance of career-related study
- Showing that girls must prepare for careers as well as boys

PART2- THE WORLD AROUND ME

Beginning to understand the everyday world through physical involvement.

PART 3- I TALK-I THINK-I REASON

Beginning to grow in understanding of human relationships through interaction with others in both social & economic settings.

TEACHERS GUIDES for each Series: Two different guides are available to implement this series. Suggestions for a general early childhood program are presented in the blue guide, and implications for use in a social science program are presented in the red guide. Each offers the teacher varied and different approaches to the development of important concepts.

A DIRECTION FOR TOMORROW - vocational education - grades 7 through 12

* A multi-media career guidance system to show students

WHAT JOBS ARE ALL ABOUT

The program covers seven important areas in modern industry:

1- Health Service Field
2- Building Technology
3- Electronic Manufacturing
4- Air Transportation
5- Retailing
6- Banking and Finance
7- Miscellaneous Summer Employment

Each set contains:

Instructors Handbook with resource information.

Six full color Sound Filmstrips (one overview and five specific careers within each occupational area). XXXXXXXXXXXXXXXX

Sixty consumable Student Career Survey Sheets(not available for classroom instruction)

SET1- COMPASSION FOR PEOPLE

Describes occupational classifications in the HEALTH SERVICE FIELD a fast growing and very rewarding area. Filmstrips (number of frames given after each title): Compassion for People Overview (40) Registered Professional Nurse (33), Mental Health Aid (31) Licensed Practical Nurse (30), Registered Orthotist (29) Inhalation therapy technician (32)

SET 2- THE NATION'S BUILDERS

Shows craftsmen in the CONSTRUCTION INDUSTRY building the homes, schools, highways, and office buildings for a growing nation. Titles included in film: The Nation's Builders Overview, Heavy Equipment Operator, Carpenter, Electrician, Civil Engineering Technician, and Architectural Draftsman

SET 3- THE AGE OF ELECTRONICS

Describes ELECTRONIC MANUFACTURING and follows modern miracles of microminiature electronic circuits through manufacturing and production. Titles included in the film: The Age of Electronics Overview,

Emphasizing the importance of careers in self-identity
Spotlighting the human values inherent in work of all kinds

The five units are
Why do People Work?
Exploring the World of Work
Do It Right!
You begin to Wonder
Careers Are For Girls, Too!

Includes 5 filmstrips and 5 tape cassettes

EASTMAN KODAK

o PHOTOGRAPHY IS - Junior High and High school
IDEAS WON'T KEEP - "
WORLDS WITHIN WORLDS - "

Three units dealing with the exciting careers in the world of photography
Each unit includes a slide presentation and 50 career booklets to accompany each film.

HILTON MCCRORY

* LIFE CAREER GAME - High school

KING FEATURES

* CAREER AWARENESS BOOKLETS STARRING POPEYE THE SAILOR - written on 4th grade level but available to all grades

The booklets will present serious, objective career information with a light touch, and even humor in the right places. Career education doesn't have to be dull and your students will respond favorably.

Each career booklet points out the rewards as well as disadvantages of some of the jobs in each career field. A balance is struck between white and blue collar job opportunities, so that students can see that while some jobs are available with little additional satisfactions and responsibilities require somewhat or much greater education and training. These booklets will fit into your occupational or world of work awareness programs, as well as in social studies and other curriculums which tie in world of work awareness with economics, science and other subjects.

MEDIA FOR EDUCATION

* WORLD OF WORK - Available to all grades

o Series of 12 filmstrips and 12 cassette tapes, includes Instructor's Guides and Student Guides

Has several good points, such as:
Tha Importance of a Job
How to Determine the Right Job
Good Attitudes
Bad Attitudes
Employee-Employer Relationships
Fellow Employee Relationships

LAFAYETTE PARISH CAREER EDUCATION
May 1973

INSTRUCTIONAL MATERIALS FOR CAREER EDUCATION

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Carencro High	o
Paul Breaux Elementary	oo

CORONET

oCONSUMER AT LARGE - Grades 7-12

Contains 4 records and 8 filmstrips covering the following units:

BUDGET BLUES
EVERYDAY SHOPPING SAVVY
BUYING THE BIG ONES
SHOPPING FOR SERVICES
CASH OR CREDIT?
NATURING A NEST EGG

+WORKERS SERIES - Primary

Contains 4 records and 8 filmstrips covering the following units:

WORKERS AND THEIR WORK
WORKERS WHO MOVE THINGS
WORKERS WHO MAKE THINGS
WORKERS WHO SELL
WORKERS WHO FIX THINGS
WORKERS WHO PROVIDE FOOD
WORKERS WHO PROVIDE SERVICES
WORKERS IN PROFESSIONS

EDUCATIONAL PROPERTIES INCORPORATED

*THE NATIONAL STANDARD CAREER EDUCATION MODEL - KINDERGARTEN THRU ADULT

A poster developed by leaders in Career Education as a standard for career awareness at all grade levels. Identifies specific goals of Career Education. Lists fifteen career clusters as suggested by the United States Office of Education.

MCCALL PATTERN COMPANY

oCAREERS AS A HOME ECONOMIST IN BUSINESS - 9-12
Career booklets illustrating the title

NATIONAL ADIOVISUAL CENTER

*CAREER EDUCATION

16mm film produced for USOE

RMI EDUCATIONAL FILMS

oMODELING MANNERS FILM

Tips on Basic Beauty, Grooming, Fashion, and Dating

SRA

ooOCCUPATIONAL EXPLORATION KIT

**WIDENING OCCUPATIONAL ROLES KIT

SOCIETY FOR VISUAL EDUCATION

++HOW WE GET OUR FOODS k-6
++HOW WE GET OUR CLOTHING
++HOW WE GET OUR HOMES
Set of 4 captioned filmstrips for each unit

++COMMUNITY HELPERS k-6
++URBAN LIFE
48 picture-story study prints in each unit

SOUTH WESTERN PUBLISHING COMPANY

oHOW TO FIND AND APPLY FOR A JOB High school
35 booklets with the above title

oTIMED WRITINGS ABOUT CAREERS High school
a typing workbook containing timed writings and manuscripts about career education.

oPERSONAL DEVELOPMENT TRANSPARENCY SERIES 7-12

Transparencies about personal improvement and development

UNITED TRANSPARENCY, INC.

9-12

oSALES & MARKETING
oSUCCEEDING AT WORK
oI WANT A JOB
oDISTRIBUTIVE EDUCATION
Transparencies illustrating the above titles

J. WESTON WALCH

Posters illustrating: 7-12
oCAREERS IN HOME ECONOMICS
oGETTING A JOB

oTHE WORLD OF WORK - a publication containing the following units for all teacher's use; student reading level-7-12
Self
Getting A Job
On The Job
The Real World
Financing
Hints on Careers

oTEACHERS' RIGHTS AND DUTIES TODAY an added publication

Appendix BB

CAREER EDUCATION EVALUATION FORM
FOR PRINCIPALS

The time and effort which you devote in completing this brief questionnaire will be sincerely appreciated. Your responses will contribute to the comprehensive assessment of the career education program and provide valuable input for future project development and decision-making.

Directions: Circle numbers and place check marks where appropriate. Comments are welcomed but not required.

1. Your understanding of the career education concept could be described as:

5 4 3 2 1
extremely good — extremely poor
Comment:

2. Your commitment to career education in your school is best characterized as:

5 4 3 2 1
very high — very low
Comment:

3. The quality of leadership which you provided in promoting career education in your school this year might be best characterized as:

5 4 3 2 1
Outstanding — Poor
Comment:

4. The quality of leadership and assistance provided by the career education Project Staff might be best characterized as:

5 4 3 2 1
Outstanding — Poor
Comment:

5. The degree to which teachers in your school seem to understand the nature and purposes of career education can be described as:

5 4 3 2 1
very high — very low
Comment:

6. The degree to which parents in your school community are informed about career education is best described as:

5 4 3 2 1
very well informed — very poorly informed
Comment:

7. Did you make a special effort to inform the parents of your school community about career education? ____yes ____no If yes, what form did these efforts take?

8. Your reaction to the degree of emphasis given to career education is that it is being:

___properly emphasized; ___overly emphasized; ___inadequately emphasi

Comment:

9. Think about 2 teachers on your staff (Teacher A and Teacher B) who seem to have a positive attitude toward career education.

A. Briefly describe the personality traits of each

B. Comment about the teachin performance of each

10. Think about 2 teachers on your staff (Teacher C and Teacher D) who seem to have a negative attitude toward career education.

A. Briefly describe the personality traits of each

B. Comment about the teachin performance of each

11. Do you feel that the teacher (s) in your school who was/were selecte to be the chief catalysts or curriculum leaders for career education performed effectively in that capacity? ____yes ____no
If yes,please state why you feel the person (s) was/were effective change agents (s). If no, state why you feel the person (s) was/wer not effective.

12. Please use this space and the back of the sheet if needed to offer further comment about this year's program and suggestions for improvement.

Appendix CC

LAFAYETTE PARISH CAREER EDUCATION PROGRAM

August 7, 1973

FEEDBACK FROM CURRICULUM LEADERS OF 1972-73

1. Please reflect on your experiences during this past school year and indicate to what extent you think "Career Education" was implemented in your school.

   1 2 3 4 5

   To a Great Extent Moderately To a very limited extent

2. What do you think was the "key" to the success which you experienced or observed in the Career Education Program?

3. If asked to tell in what way (s) Career Education "made a difference" in the lives of boys and girls in your school, what would you say?

4. List a minimum of five strengths of the Lafayette Career Education Program.

5. List some weakness of the program.

6. What recommendations would you like to make for the improvement of the program?

END